DOCUMENT RESUME

ED 377 441 CS 011 903

AUTHOR Doctorow, Roslyn
TITLE The Development of Standards in Reading and Writing for Kindergarten through Grade 8 through the Creation of Exemplars and Verbal Descriptions.
PUB DATE 94
NOTE 275p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS Elementary Education; *Evaluation Methods; Inservice Teacher Education; Junior High Schools; Program Effectiveness; *Reading Achievement; Standards; *Student Evaluation; *Student Writing Models; *Writing Achievement
IDENTIFIERS Teacher Surveys

ABSTRACT

A practicum was designed to determine board-wide standards for assessing student achievement in reading and writing in kindergarten through grade 8 by creating analyzed exemplars of student work. Reading and writing indicators were developed to be used as the basis for analyzing the reading and writing exemplars. Teachers collected writing exemplars from the children in their schools. Reading exemplars were developed from videotapes of students involved in reading activities in their school. Both the reading and writing exemplars were analyzed using the indicators as a common set of developmentally appropriate criteria. All board consultative staff attended in-service training sessions to learn how to use the exemplars as standards to assess student writing. Analysis of the data revealed that: (1) more teachers were using computers to keep track of student progress; (2) teachers were using the exemplars as standards to help them assess the work of students; and (3) a number of teachers who responded to the survey have already begun to share the exemplars, criteria, and outcomes with parents and students. The most significant unexpected outcome is the plan to use the writing exemplars with all teachers in the system from junior kindergarten to grade 9 and ultimately through secondary school. (Contains 44 references and 13 figures of data. Appendixes present interview and survey instruments, writing indicators, reading indicators, sample writing and reading exemplars, the revised exemplar format, holistic scoring scales, and a student writing exemplars booklet.)
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ED 377 441

The Development of Standards in Reading and Writing for Kindergarten Through Grade 8 Through the Creation of Exemplars and Verbal Descriptions

by

Roslyn Doctorow

Cluster 41

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A Practicum II Report presented to the
Ed. D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1994

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: _____

Anne Gibson
Curriculum Superintendent
North York Board of Education
North York Ontario

March 9, 1994
Date

This practicum report was submitted by Roslyn Doctorow under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

June 7, 1994 _____
Date

Georgianna Lowen _____
Dr. Georgianna Lowen, Ed.D.
Adviser

ACKNOWLEDGEMENTS

I wish to thank all of the individuals involved in the implementation of this practicum for working with me to accomplish the goals of my project. The teachers field-testing the TSO software and the TSO development team for their sharing of ideas, information, and exemplars of student work; the teachers and administration at Arbor Glen School for allowing me to invade their school for over a week to complete the videotaping of the reading exemplars; and all the consultative staff members of the North York Board who provided interest and encouragement as well as concrete ideas to be added to the work as it progressed.

I want especially to acknowledge the support given to me by Anne Gibson, Curriculum Superintendent and Pat Crawford, Chief Research Officer for the North York Board of Education. Their interest and encouragement have kept me going from the inception of this practicum through to its completion.

My husband, two sons, and extended family all deserve special thanks for their understanding, patience, and support during the development and implementation of this practicum. I also want to acknowledge the Federation of Women Teachers' Associations of Ontario for the generous scholarship they awarded to me to help me proceed with my work. This financial vote of confidence certainly helped to keep me going in the Nova Ed. D. program.

Finally, I would like to express my appreciation to Dr. Georgianna Lowen. Her encouragement, positive outlook, and understanding have served to bolster me as I proceeded down the long road to practicum approval!

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS iii
TABLE OF CONTENTS iv
LIST OF TABLES v
ABSTRACT vi
Chapter
I INTRODUCTION 1
Description of Work Setting and Community 1
Writer's Work Setting and Role 2
II STUDY OF THE PROBLEM 5
Problem Description 5
Problem Documentation 7
Causative Analysis 10
Relationship of the Problem to the Literature 14
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 20
Goals and Expectations 20
Expected Outcomes 21
Measurement of Outcomes 22
IV SOLUTION STRATEGY 23
Discussion and Evaluation of Solutions 23
Description of Action Solution 28
Report of Action Taken 30
V RESULTS, DISCUSSION AND RECOMMENDATIONS 38
Results 38
Discussion 45
Recommendations 54
Dissemination 55
REFERENCES 57

Appendices Page

A TEACHER INTERVIEW 63
B TEACHER WRITING SURVEY 67
C STANDARDS IN READING AND WRITING QUESTIONNAIRE 70
D EXEMPLAR COLLECTION FORM 72
E WRITING INDICATORS 75
F READING INDICATORS 84
G SAMPLE WRITING EXEMPLARS 93
H SAMPLE READING EXEMPLARS 101
I SPEAKING ENGAGEMENTS 105
J REVISED EXEMPLAR FORMAT 113
K HOLISTIC SCORING SCALES 120
L SCORING SCALES GRAPH 127
M STUDENT WRITING EXEMPLARS BOOKLET 129

LISTS OF FIGURES

Figure

1 Percent of Parents Who Thought that their Child was Encouraged and Provided with Opportunities to Achieve Academic Success 8
2 Percent of Parents Who Believed that they Received Enough Information About What is Expected of their Child at School in Terms of Academic Performance 8
3 Percent of Parents Who Believed that they Received Enough Information About their Child's Learning Progress 9
4 Percent of Teachers Who Thought that the Students in their School Generally did as Well in their Academic Subjects as Students in Other North York Schools 9
5 Recording Student Information (beginning of practicum) 40

Figure Page

6 Recording Student Information (end of practicum) 40

7 Criteria Used to Assess Writing (beginning of practicum) 42

8 Criteria Used to Assess Writing (end of practicum) 42

9 Use of Exemplars as Standards 43

10 How Parents are Made Aware of Expectations (beginning of practicum) 43

11 How Parents are Made Aware of Expectations (end of practicum) 44

12 How Students are Made Aware of Expectations (beginning of practicum) 45

13 How Students are Made Aware of Expectations (end of practicum) 46

ABSTRACT

The Development of Standards in Reading and Writing for Kindergarten Through Grade 8 Through the Creation of Exemplars and Verbal Descriptions. Doctorow, Roslyn, 1994: Practicum Report, Nova University, Ed. D. Program in Early and Middle childhood. Elementary and Middle School Education /Assessment/Reading/Writing/Standard Setting

This practicum was designed to determine board-wide standards for assessing student achievement in reading and writing in Kindergarten through Grade 8 by creating analyzed exemplars of student work. Reading and writing indicators were developed to be used as the basis for analyzing the reading and writing exemplars. Teachers collected writing exemplars from the children in their schools. Reading exemplars were developed from videotapes of students involved in reading activities in their school. Both the reading and writing exemplars were analyzed using the indicators as a common set of developmentally appropriate criteria.

The writer developed reading and writing indicators, analytic and holistic scoring scales and a booklet of analyzed exemplars of student writing from Kindergaten through Grade 8. Reading exemplars have been developed on videotape. All board consultative staff have attended in-service training sessions to learn how to use the exemplars as standards to assess student writing and additional in-service training is planned.

Analysis of the data revealed that more teachers are using computers to keep track of student progress; teachers are using the exemplars as standards to help them assess the work of the students in their classrooms; and a number of teachers who responded to the survey have already begun to share the exemplars, criteria, and outcomes with parents and students. The most significant unexpected outcome is the plan to use the writing exemplars with all teachers in the system from junior kindergarten to grade 9 and ultimately through secondary school.

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May 20, 1994 (date)

Roslyn Doctorow (signature)

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The writer is currently employed as a research consultant by an urban board of education located within a large metropolitan area which is purported to be the most culturally and ethnically diverse city in North America. This multicultural diversity is reflected in the board which serves a total of 60,452 students in 129 elementary, middle, junior high and secondary schools. The students come from more than 122 different countries and speak more than 77 languages in their homes. The student population, which had been fairly homogeneous until the mid 1980's, is served by a total of 6269 staff including 2215 business and operations staff and 178 superintendents and central office staff. The board operates within the jurisdiction of 14 elected trustees who represent the 14 wards within the city.

The 1992-93 operating budget of the board is $454 million. Local taxes make up 96% of revenues and other sources such as permit fees provide the remaining 4%. Along with regular day school programs, the board offers programs in: Adult and Continuing Education, Heritage Education, summer school and courses in a number of workplace sites. There are also 84 child care centres operating within the schools. The mission of the board is "to empower every student to learn, to achieve success, and to participate

responsibly in a pluralistic global society."

Writer's Work Setting and Role

Although the writer was employed as a"generalist program leader" or curriculum consultant at the beginning of the practicum period, she is currently employed as a research consultant in the Research and Evaluation Services Department of the board. Over the last two years the responsibilities of the writer have included working in the area of benchmarks development in mathematics and literacy, assessment, and student learning outcomes which are all board-wide responsibilities.

The writer's responsibilities connected to mathematics benchmarks development include: being a member of the benchmarks steering committee, writing the benchmarks newsletter, providing information to administrators, and parents about the benchmarks process, and participating in benchmarks-related in-service, activities and follow-up with teachers and administrators. The writer is also a member of a writing team established to review and revise the current benchmarks test instruments to ensure that they measure all of the outcomes that the system values in mathematics for students in grades 4, 6, 8, and 10. Part of this review process includes the development of a computerized benchmarks assessment which would adapt itself to the achievement level of each individual student, provide teachers with diagnostic information about each student, and provide the system with data about student achievement in mathematics at specific points in time.

Development of literacy benchmarks is currently underway. The writer has a number of responsibilities related to the literacy benchmarks development.

These include: being a member of the literacy assessment steering committee, participating on the Literacy Assessment Profiles committee, developing the writing assessment portion of the literacy benchmarks assessment, working on the development of the achievement portion of the literacy benchmarks assessment, working with the in-service planning committee, and presenting components of the in-service to administrators, support staff, and teachers.

Student learning outcomes in mathematics, reading and writing have recently been established in order to define expectations for student achievement in these curriculum areas for students completing kindergarten, grades 3, 6, and 9. The writer has been working with the writing teams to refine these outcomes in order to determine the suboutcomes and indicators for each outcome and to determine what constitutes beginning, partial and full acquisition of each outcome at each division level.

In order to make this information accessible and usable to teachers, the writer has also been involved with a team developing a computer software program which incorporates all of the information connected to student learning outcomes. As a member of the software development team for Tracking Student Outcomes (TSO), the writer has participated in a field test project which began in September 1992. The writer was responsible for setting up the field test and coordinating the implementation of the project for the 1992 - 1993 school year. Over 100 teachers working in 50 schools across the board volunteered to participate in the field test project. Each school involved had to ensure that two teachers would be working together to support one another as they participated in the project. Each school also had to agree to dedicate one computer to the project.

During the year, the writer worked with the field testers, the TSO development team, and the board of education's research department to support the implementation of TSO in the field test schools. Teachers have been using the software to keep track of student progress, maintain anecdotal records about students in their classrooms and develop more comfort with the computer and the TSO software.

The Tracking Student Outcomes software also includes a Curriculum Consultant component. This section of the program enables teachers to view quick-time videos, still photgraphs, and a variety of graphic screens that demonstrate exemplary instructional strategies, and assessment techniques.

Ultimately, TSO users will be able to use the data they collect about students to generate computerized report cards that can be updated on an on-going basis. Field testers are currently able to import the TSO student data onto an electronic report card form, but a new report card form is under development which better reflects the student outcomes that have been generated by the system.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In 1975, the Provincial Ministry of Education produced a policy document which outlined and described the curricular goals and objectives for elementary education in the province. In this document it was mandated that teachers "provide opportunities" for students to learn specific skills, and knowledge and develop attitudes related to all areas of the curriculum. Local boards of education were expected to develop their own curriculum documents, implementation plans and methods of assessing and evaluating student achievement in order to interpret and carry out the policies of the province.

When the provincial policy document was released in 1975, field superintendents, school administrators, and classroom teachers in the writer's board of education had a great deal of autonomy. Although a number of curriculum documents were being developed centrally by "curriculum experts", teachers relied, by and large, on their own resources to put into practice the policies of the Ministry of Education. As a result, the curriculum content, teaching techniques, and evaluation methodology varied

from school to school and classroom to classroom. There were no consistent expectations for students, no consistent formats for reporting to parents, and no consistent approaches to evaluating student achievement.

In 1988, after the policy had been in place for 13 years, and as the costs of education continued to increase, the public began to ask whether they were "getting their money's worth" from the education system. Many parents believed that their children were not learning basic skills and that students were graduating without the basic knowledge required to be successful in the world of work. Parents began to demand proof that their children were, in fact, learning. Since each school board had local autonomy, and since there were no province-wide measures to determine student achievement levels, the province was unable to demonstrate to the public that the education system was working.

The Ministry of Education, to respond to the increasing demands for accountability, began to develop benchmarks which would be used as a set of standards against which to judge student achievement. These benchmarks were to be tied to core learning outcomes which defined the knowledge, skills and values expected to be acquired by students in the province's schools. This, the Ministry officials believed, would provide the public with the data they required to determine how well students were doing in school.

When the Ministry had still not come forward with the promised benchmarks after five years, the public lost patience. Local boards of education also lost patience with the Ministry of Education and began to develop their own learning outcomes and benchmark measurements. The board of education in which the writer works recently established clearly defined student learning outcomes in reading and writing for the end of

kindergarten, grades 3, 6, and the transition years. However, the board had not, to this point, provided teachers with a board-wide set of standards against which to measure the performance and achievement of the students they taught.

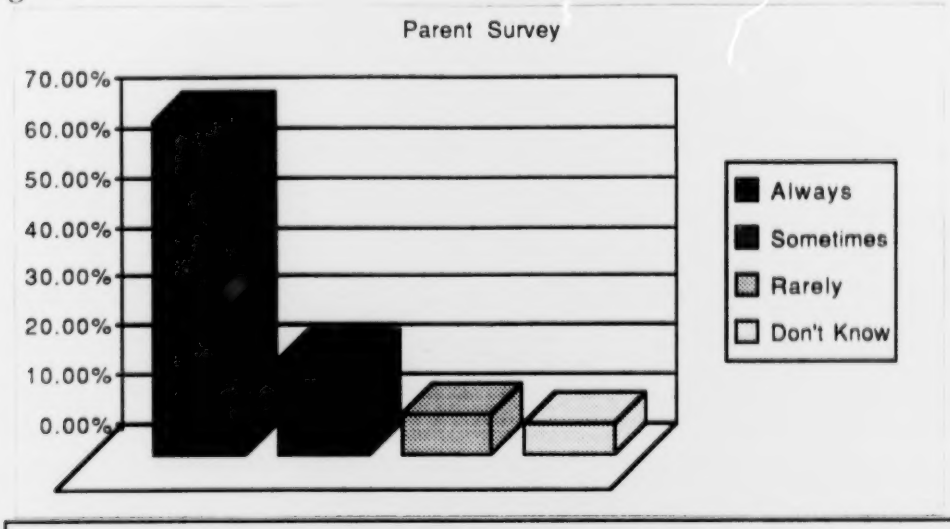
This lack of standards was a concern for trustees, parents and educators. Despite the development of student learning outcomes in reading and writing, without a clear set of expectations against which to compare student work, teachers from class to class and school to school were still not able to make consistent judgments about student performance.

Briefly stated then, the problem was that primary and junior teachers were expected to evaluate reading and writing without any guidelines having been accepted as standards.

Problem Documentation

In 1992, the board of education carried out a "Quality Assurance" study to determine how satisfied parents, educators and students were with the schools in the board, and how well the schools were carrying out the mandate of the board. In this report only 67% of parents interviewed thought that their child was always "encouraged and provided with opportunities to achieve academic success", 19 % thought their child sometimes was encouraged, and 8% thought their child was rarely encouraged. The remainder did not know (North York, 1992).

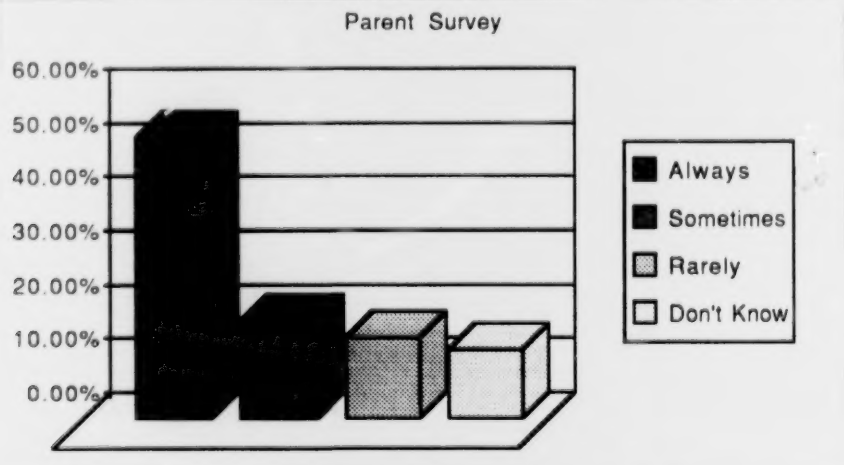
Figure 1



Percent of parents who thought that their child was encouraged and provided with opportunities to achieve academic success.

In this same report, only 52% of parents interviewed believed that they received enough information about what is expected of their child in terms of academic performance (North York, 1992).

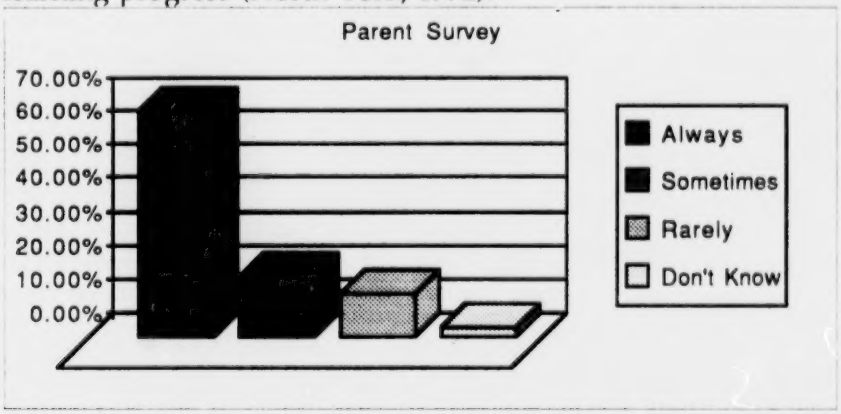
Figure 2



Percent of parents who believed that they received enough information about what is expected of their child at school in terms of academic performance.

The Quality Assurance report also surveyed parents and reported that only 67% of them thought they always received enough information about their child's learning progress (North York, 1992).

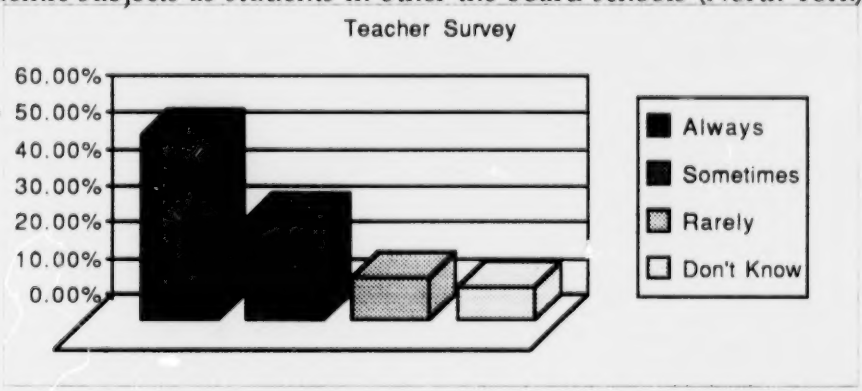
Figure 3



Percent of parents who believed that they received enough information about their child's learning progress.

Only 51% of teachers interviewed in the 1992 Quality Assurance Report thought that the students in their school generally did as well in their academic subjects as students in other the board schools (North York, 1992).

Fig. 4



Percent of teachers who thought that the students in their school generally did as well in their academic subject as students in other board schools.

An additional reason for the existence of this problem was the lack of a consistent procedure with respect to reporting to parents and report card formats. Although the board suggested report card formats for all divisions, teachers, school staffs and/or families of schools could design their own report cards and, once approved by the area superintendent, these reports became the format used. This created a great deal of confusion among students, parents and teachers about the criteria used to generate grades and comments with respect to individual student achievement. Schools and teachers also had an option in terms of how often they reported to parents, whether they conducted more than one parent-teacher interview per year, the format of parent-teacher interviews and the information provided at parent-teacher interviews. This lack of standardization with respect to interviews and reporting further created confusion and misunderstandings about the achievement and performance levels of students in the schools. Parents, students, and teachers had to interpret reporting information according to their own experiences and beliefs since there were no board-wide guidelines in place that were accepted as standards.

Causative Analysis

The writer believed that there were several possible causes for the problem, including the following:

No clearly defined criteria for assessing student achievement

Assessment of student achievement had, to this point, taken a traditional approach where tests were designed to measure narrow content that "concentrate principally on basic skills in reading, language and math"

Herman, Aschbacher, Winters, 1992) and where routine and discrete skills were the focus, instead of complex thinking and problem solving skills. These tests did not need to incorporate the development of criteria, since a response on a test was either correct or incorrect. As school boards and districts moved toward the development of student learning outcomes that focused on high-level goals, it was obvious that alternative forms of assessments were needed to assess what students knew and were able to do.

"The criteria used for judging student performance lie at the heart of alternative assessment" (Herman, Aschbacher, Winters, 1992). And according to Diez and Moon "Determining criteria for satisfactory performance may be the most difficult aspect of assessment. It requires us to back up and ask, 'What would a student do if he or she had mastered a specific ability?'" (1992). Without the development of criteria, assessment tasks are unable to be used to judge student performance - assessment tasks, in fact, remain merely tasks or activities.

The board of education in which the writer works developed, in 1992, student learning outcomes for reading and writing. However, no attempt was made to develop criteria to determine whether or not these outcomes had been met by students at different grade levels. Teachers, therefore did not have clearly defined criteria by which to determine whether or not a student had achieved the expected outcomes.

<u>A lack of established exemplars that indicate the developmentally appropriate growth in student achievement in reading and writing</u>

According to Herman, Aschbacher, and Winters "unambiguous scale definitions usually consist of a description of the dimension to be rated, plus

examples of student work illustrating acceptable responses " (1992). These work samples or models provide students, parents, and teachers with a concrete model of what work looks like at different performance levels. The need for examples of student work or exemplars is also highlighted by Sadler (1987). Sadler defines exemplars as "key examples chosen so as to be typical of designated levels of quality or competence".

Wiggins believes that part of the problem with American education is that although standardized tests have been in place for some time, teachers have not been provided with exemplars of student work. The problem, according to Wiggins, is that although the items on the test are standardized (input), "there are not standards for judging the quality of all student output - performance on authentic tasks" (1991). In the writer's board of education, these exemplars were not available to classroom teachers. This resulted in "a wide variation in beliefs and practices regarding student evaluation," (North York, 1992) where judgments about student performance were made based more on teacher intuition and subjective feelings than on any kind of concrete system for judging student work.

An increasing demand for accountability on the part of all system partners including the public, industry and the school system

As more and more money was put into education out of the public purse, taxpayers demanded the right to know whether their dollars were producing students who could succeed in the real world. They demanded accountability on the part of the public education system. In the 1992 Quality Assurance Report from the writer's board of education, some parents commented that they would like more information regarding what their children were

learning, and what the expectations were for their children. This was echoed by Robert Allen, A. T. & T. Chairman and CEO who stated that "the fact is that we can't say with any assurance what our students are learning or even what they should be learning" (O'Neil, 1991).

Differentiated expectations for students based more on socioeconomic factors than on student ability

The writer's board of education was characterized by its multicultural and racially diverse student populations. It was also characterized by the economic diversity of the student populations. Students living in the west end of the city, known as an area of lower socioeconomic status, had traditionally not achieved at as high a level as students living in the east end of the city where there is a higher parental income level. More students in the east finish high school and go on to university; more students in the west are streamed into low level courses and drop out of school before matriculation.

Teachers, who were generally in charge of planning and implementing their own classroom programs, were unsure about the level of consistency of programs among similar grades or divisions. According to the 1992 Quality Assurance Report only 51% of the teachers surveyed felt that their students usually did as well in their academic subjects as students in other the board schools (North York, 1992). The teachers of students from lower socioeconomic backgrounds believed that their students did not achieve the same standards as students coming from higher socioeconomic backgrounds. There was a belief that students coming from less affluent backgrounds could not perform at the same academic level as their wealthier peers.

Little understanding on the part of teachers of authentic student assessment techniques including portfolio and performance assessment

In the 1990 Reading Review, teachers indicated that "it was difficult to adequately track student progress due to the number of students and the time it takes for evaluation" (North York, 1990). The 1992 Quality Assurance Report indicated that "there is a wide variation in some schools in beliefs and practices regarding student evaluation" and that approximately two-thirds of schools do not have formal evaluation policies in place (North York, 1992).

Over the past year, the board has also offered workshops and in-service sessions on alternative assessment techniques. These sessions have been fully subscribed although supply teachers have not always been available to cover teachers' classrooms and many of the sessions occur after the school day. This reflects the need to provide teachers with more information about alternative assessment in practical terms in order to enable them to begin to put some of these techniques into practice.

Relationship of the Problem to the Literature

Accountability

The demand for accountability of the education system to parents and the public has received a great deal of attention in the press and in the literature over the past several years. The National Education Goals, produced in 1990 by then President Bush and the U. S. governors took on the school system of the United States and outlined a plan to ensure that schools would work toward a set of common goals and objectives as a way of ensuring that all students reach clearly established standards of performance. In a report

produced in 1992 by the National School Boards Association the goals were described as, "a product of concerns about education shared by America's top leadership, the President, and the governors. These goals, together with their objectives, represent the consensus of our leaders' judgment about what needs to be accomplished in education" (1992).

Glickman (1990) talks about "the open-accountable school of the '90s". He believes that there are "two pillars" of accountability - "equal access to knowledge and public demonstration of results". Schools operating within this framework will provide the public with documented evidence about what students are learning and how well they are achieving.

Phillips and Finn (1990) believe that the recent state-by-state assessment conducted by the National Assessment of Educational Progress (NAEP) provided the public with the information being requested to determine the performance of the education system. They cite a 1987 Gallop education poll where 75% of those surveyed with children in public schools supported "state-by-state and school-by-school comparisons of achievement test results."

In Canada, the Council of Ministers of Education has developed a School Achievement Indicators Program to "provide a Canadian information base that will assist ministries and departments of education to assess the performance of their education systems in relation to agreed-upon criteria" (1991) as a means of responding to the increased demand from parents, students, and the business community about how well the Canadian education systems are doing "against the backdrop of the realities of global competitiveness and the importance of lifelong learning."

The demand for accountability has also come through in many recent newspaper and magazine articles. The Globe and Mail, Canada's national

newspaper, in a January 4th editorial, called for the development of a Canadian Scholastic Aptitude Test (CSAT) that would be administered by the federal government and offered voluntarily to students across Canada in Grades 4, 8, and 12. "The CSAT would test basic skills, with individual results available to students and parents, and results by district available to everyone through publication in the newspapers." A January 1st article in this same paper quotes Jim Bennett, vice-president and general manager of the Canadian Federation of Independent Business who wants to have school-to-school comparisons and standardized tests as a means of making education accountable to the public (1993).

Criteria

The literature points to the lack of clear criteria available to teachers on which to judge student performance (Camp, 1992). According to Wolf, Bixby, Glenn and Gardner (1991) teachers, because of the conditions under which they work and because of a lack of training in assessment do not have the professional training to be able to determine what students are expected to learn and, in fact, what students actually are learning. Wolf, LeMahieu, and Eresh (1992) point out that teachers have not been expected to set standards which would be assessed. Instead, assessments have been created which are used to rank children, rather than educate them.

Wiggins (1991) reinforces the importance of establishing a set of criteria that can be applied to "test" excellence in order to judge "diverse forms of local student work. However, in response to the issue of criteria-setting, Maeroff states, "the bottom line is that it is easier to propose outcomes than it is to set the criteria and establish the performance levels that are represented by

various achievements" (1991). Guskey (1991) supports the need to establish criteria that are made clear to parents, teachers and students if we wish to help students improve. If clear criteria are not established, according to Guskey, then teachers will not be able to determine the content of their teaching.

Exemplars

An exemplar, according to Wiggins is "a set of criteria against which to measure achievement" (1991). He feels that without the provision of exemplars to be used as a standard against which to judge student performance teachers have difficulty knowing what is expected from their students at different grade levels and helping their students work towards achieving expected goals.

Being able to provide evidence to parents through the use of exemplars of "what varying degrees of mastery or quality look like for each step or component" of a task is critical for teachers (Redding, 1992). Sadler (1987) believes that exemplars are necessary for teachers in order to be able to draw upon their professional knowledge and make "sound qualitative judgments" about student achievement.

The difficulty of defining exemplars is reinforced by Wolf, Bixby, Glenn and Gardner (1991) who stress the need to describe and provide evidence that students have reached a certain level of attainment or achievement. This is a complex task that needs to be seriously addressed in order to ensure that measures used are objectively applied to all students.

Achievement Equity

Traditional standardized tests have been used as one means of sifting and

sorting students and, it has been argued, have not been designed for a multicultural, multiracial population. Low test scores on standardized tests for recent immigrants, black students and the poor (Chapman, 1991) have been used by some to validate the opinion that these groups are intellectually inferior and should be discouraged from advancing their academic careers. Wolfe (1991) describes systemic barriers that discriminate against children based on gender, class, race, religion, or culture in the public school systems. This is reflected in the school curriculum, instructional strategies used by teachers and approaches used to measure student achievement.

Assessment

Traditional standardized tests have concentrated on assessing students' mastery of basic skills. This focus resulted in the establishment of low standards for student achievement. O'Neil (1992) believes that these testing programs drove the curriculum and created teachers, who "teach to the test" by teaching low level skills. Teachers need to be involved in setting high standards for their students and finding ways to assess student achievement of these standards.

Assessment, until recently, has been seen as a way to test mastery of basic skills; to use test data to rank schools; and to use test results to sort students Because there has been such an emphasis on students achieving high scores on standardized tests (which, because of their design only test part of the curriculum), teachers have spent a disproportionate amount of classroom instructional time overemphasizing basic-skills subjects and neglecting teaching students to develop higher-order thinking skills. According to Wolfe, LeMahieu, and Eresh (1992), "We have rarely developed productive,

rather than reductive or punitive, assessment and accountability systems - despite the fact that our students are among the most tested in the world." Chapman (1991) discusses the history of educational testing over the last century. He describes the growth of the testing movement and the fact that tests have, over the past 100 years, been used as a "hostile gatekeeper" to keep students with low scores out of higher education. He concludes his article by pointing out how the testing movement has continued almost 100 years since its inception, and how test use has, in fact, expanded over the last twenty years.

The challenge for today's schools is to create assessment tools that measure what students know and can do within a "real-life, meaningful context" and with "sufficient depth and breadth to allow valid generalizations about overall student competence" (Wiggins, 1992). Herman, Aschbacher, and Winters (1992) warn that we must ensure that the new assessment being proposed for schools be used to help rather that hurt students. They believe that "good intentions do not ensure beneficial results". Traditional standardized tests are not, in and of themselves, harmful. But when they started to be used as a means of ensuring accountability to help improve schools and student performance, their results were over-relied upon and meaningful teaching and learning became the secondary focus of schools - teaching to the test became the school's first agenda.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

As stated in Chapter II, the board of education in which the writer works has recently established clearly defined student learning outcomes in reading and writing for the end of kindergarten, grades 3, 6, 8, and the transition years. However, the board has not, to this point, provided teachers with a board-wide set of standards against which to measure the performance and achievement of the students they teach. Primary and junior teachers are expected to evaluate reading and writing without any guidelines having been accepted as standards. The goal of the writer was to work with teachers to determine board-wide standards for assessing student achievement in reading and writing in the primary and junior divisions by creating exemplars of student work to be used as evidence that students have, in fact, reached the established standard. It was also the intent of the writer to work with teachers, once the exemplars were developed, to field test the exemplars as they track the progress of the students in their classrooms.

Expected Outcomes

Outlined below are the expected outcomes that were projected for this practicum:

1. 30 of the 40 teachers in the practicum will complete weekly entries on the student tracking portion of the software Tracking Student Outcomes (TSO) to keep track of student progress as determined by interviews with the teachers before and after the practicum has been implemented (see Appendix A).

2. In each classroom, at least one piece of each student's writing will be assessed using holistic marking. This will be determined through the Teacher Writing Survey which will be administered at the beginning and the end of the practicum period (see Appendix B).

3. Consensus will be reached by the teachers involved in the practicum on the exemplars of student work to use as standards for assessing the work of students in their classrooms in reading and writing (see Appendix A).

4. 30 of the 40 teachers will provide parents and students with information about the standards. This will be measured using the Standards in Reading and Writing Questionnaire (see Appendix C).

Measurement of Outcomes

The writer developed surveys and sent them, with a cover letter, to all teachers involved in the practicum using the Teacher Interview Survey (see Appendix A) to ascertain the approaches being used by teachers at the beginning of the practicum to track student progress. The same survey form was completed by teachers at the end of the practicum period.

By comparing the responses to the survey, the writer was able to determine whether teachers were using the computerized tracking program (TSO) to keep track of student progress.

The Teacher Writing Survey was also completed by teachers at the beginning and the end of the practicum period to determine whether or not teachers have learned about holistic marking in writing and whether they have used holistic marking to mark at least one piece of student writing by the end of the implementation of the practicum.

By comparing teacher responses to the "exemplar" section on the Teacher Interview Survey (see Appendix A) at the beginning and end of the practicum period, the writer was able to determine whether teachers have reached consensus about the use of exemplars to determine the expected standards of student work in reading and writing.

The Standards in Reading and Writing Questionnaire was to be distributed to teachers, parents, and students at the end of the practicum period. The completed Questionnaire results were to be tabulated to determine to what extent the teachers involved in the practicum have informed others about the development of standards in reading and writing.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

As stated in Chapter II, the problem to be addressed by the practicum is that the board of education in which the writer works has recently established clearly defined student learning outcomes in reading and writing for the end of kindergarten, grades 3, 6, 8, and the transition years. However, the board has not, to this point, provided teachers with a board-wide set of standards against which to measure the performance and achievement of the students they teach.

The development of national standards has been suggested by Bruce (1991), by the Council of Ministers of Education, Canada (1991) and by O'Neil (1991) as one possible solution to the issue of setting standards in our schools. Bruce describes the move taking place as the European Community becomes integrated toward the development of standards which would be common across the European Community. National standards would be one way, according to O'Neil's discussion, to raise standards. He discusses the concern in the community that student achievement in the U. S. is "at best, marginal" and describes the movement taking place to create national standards in order

to ensure higher levels of student achievement. In Canada the Council of Ministers of Education believe that national standards would ensure "improved accountability in provincial and territorial education systems".

Spady and Marshall (1991) propose that schools move to the adoption of Transformational Outcomes-Based Education (OBE) in order to ensure that all students will be able to demonstrate their learning at significant points in their school careers. These demonstrations will be based on established criteria that are known to all systems partners (students, parents, teachers, the business community) and the expectation is that all students will be able to achieve and demonstrate their learning successes. Fitzpatrick (1991) describes a model of Outcomes-Based Education that has taken place in Illinois where schools were restructured based on the principles of OBE. In these schools, students work toward achievement of outcomes of significance where teaching strategies and assessment are directly tied to student achievement of success.

Another suggestion, proposed by the Quality Education Network in Ontario, is for schools to use standardized tests to measure student success in every subject. They want the government to establish province-wide skill standards for every grade (Toronto Star, 1992). This concept has also been put forward by the Metropolitan Toronto Separate School Board (MSSB) in an article in the Mirror (Melbourne, 1993). The MSSB believes that only standardized tests can tell parents how well their students are doing when compared to students in other boards of education. Radwanski (1987) believes that province-wide standardized tests should be administered to all elementary and high school students "at appropriate intervals throughout the years of schooling" to ensure that the province-wide knowledge and skills

outcomes are being achieved.

Barrs supports the use of "The Primary Language Record" as a way for teachers to manage their observations about student growth in the language arts curriculum. In this approach, teachers are able to "establish common standards and also raise standards" through moderation which involves the discussions of evidence for teacher judgments about student work (1990). The need for teachers to have evidence of student learning is supported by Camp (1992) who believes that portfolios of student work can provide "interpretable evidence of learning to audiences outside the classroom".

Baron (1990) talks about performance assessments as one way to create publicly stated performance criteria since they require the development of scoring standards. Performance assessments take place in the classroom where teachers and students can discuss the quality of student thinking using shared standards. Baron believes that performance assessments have the potential to assess deeper levels of understanding and will impact on the curriculum being taught and therefore on the teaching and learning that takes place in the classroom.

Students and teachers can work together to develop standards as a form of "collaborative assessment". Sperling (1993) describes such a classroom where the teacher and students have developed the criteria for high-quality writing. Students worked in pairs to grade four writing samples using their own best judgment. They were guided by the teacher to contribute to the development of writing criteria as they assessed the writing samples. An assessment form was designed that showed the performance continuum based on the teacher's and students' criteria. Students used the continuum to evaluate their own work before they submitted it to the teacher for marking. Parents were able to

share the criteria and could see clearly what was expected of their children. As a result of this collaborative process, "students can compare their self-assessment with the teacher's assessment, set goals for future work, and initiate corrective action to improve their own work."

Standards-referenced assessment uses "the pattern of performance, taken over a series of testing episodes and assessment tasks" (Sadler, 1987), to assess student outcomes. Sadler describes a number of ways to develop standards but feels that standards alone cannot be used to judge student work. Instead, a number of exemplars - "key examples chosen so as to be typical of designated levels of quality of competence"- are required in order to enable an objective judgment to be made. Sadler also believes that a standard requires a verbal description that will "free them from dependence on the private judgments of evaluators and on exemplars". By combining exemplars and verbal descriptions, teachers are able to use their professional judgment to assess student work. Sadler believes that the use of exemplars and verbal descriptions "has the potential not only for achieving comparability among schools but also for helping students to acquire evaluative expertise themselves".

In addition to these solutions, other ideas to be explored might be: the development of benchmarks as one way of setting standards; mastery learning as a way to establish standards and ensure student success; and ungraded classes to enable students to achieve required standards and outcomes at their own rate.

According to the Board of Education (1989), a benchmarks is "a measure which represents student learning outcomes at a particular point in time relative to program objectives". The benchmark becomes "a point of

reference against which future measures of student learning outcomes may be compared to monitor student growth". Benchmarks have been used in the writer's board of education to assess student achievement in mathematics in grades 3, 6, 8, and 10. Benchmarks have also been developed by the Toronto Board of Education to "demystify the goals of education and illuminate the nature of good performances for teachers, students, and parents" (Larter and Donnelly, 1993). Toronto benchmarks are used to provide consistent information to parents, teachers, and students about student performance and school expectations and provide models of excellence (standards) that students can work towards.

Mastery learning, as developed by Carroll (1963) and Bloom (1968), involves the development of criterion standards of performance that are to be reached by all students. In order to master what is required, students may vary in the time taken to achieve the standards. For Carroll and Bloom, time should not be used as a barrier to learning. They believed that time should be utilized as an alterable resource, depending on the differing learning rates and needs of students. In this way, all students can reach the agreed upon standards.

Ungraded classrooms such as the primary programs in Kentucky and British Columbia, provide children with opportunities to grow and develop and learn at their own pace. In these settings, children work toward achievement of learning outcomes that may be reached by each child at a different point in time and in a different way. These programs recognize that young children require opportunities to learn through developmentally appropriate practices where their progress is continuously assessed.

Description of Selected Solution

The solution that the writer implemented responds to the identified problem in a positive and practical way. It is clear from an analysis of the problem that all partners in the educational community - parents, students, business and industry, and educators - believe that the education system is operating without any clearly defined standards or expectations for student performance. Without this information, it is impossible for teachers to define what to expect from students, for students to provide exemplary work, and for parents to know whether or not their children are achieving outcomes that are acceptable for their age, grade, and level of development.

The solutions generated from the literature all point to the need for the development of standards. What differs is the way in which these standards are generated. It is the writer's belief that standards developed at a local board level have the potential to enable an educational system to respond to the needs of the educational community to which it is accountable. Therefore, the writer worked towards the development and implementation of standards in reading and writing at the elementary level through the development of exemplars and verbal descriptions, as described by Sadler (1987).

The standards were tied to the board's learning outcomes in reading and writing and were generated through collections of student work samples as exemplars. Descriptions of the exemplars were provided by teachers (see Appendix D) who also used the standards in a field-test to determine whether or not they accurately and adequately reflected the achievement of students as they develop skills and knowledge in reading and writing.

The standards are available to teachers, students and parents across the board to provide a consistent model for making decisions about student performance. Thus, equity of outcome will be addressed through the development and use of board-wide standards since the expectation is that all students are working to achieve the same standards, regardless of gender, race, or socioeconomic background.

In order for the standards to reflect the board's reading and writing outcomes, they contain exemplars or demonstrations of students actively engaged in learning. Alternative assessment techniques are required in order to help determine student achievement of the standards. Teachers are therefore becoming more involved in learning about, creating and utilizing alternative assessment techniques in order to determine if students have reached the expected standards. The assessment criteria or expectations are clearly spelled out to the students as they work toward the creation of performances and portfolios that demonstrate what they have learned in reading and writing over a specified period of time.

Report of Action Taken

Teacher Survey

In the spring of 1993, teachers who had agreed to participate in the TSO field-test for the 1993/1994 school year were asked to complete a questionnaire (see Appendix A) that provided the writer with preliminary data about the field-testers' current teaching practices in reading and writing, their knowledge of the board's outcomes, their understanding of exemplars of student work, and their beliefs about setting standards on a board-wide basis.

Exemplar Collection

After the collection of the above questionnaire, a brief in-service presentation was made to the TSO field-testers about exemplars and how they could be used to begin to develop board-wide standards in writing. The writer requested that these teachers begin to collect writing samples of student work (see Appendix D). The writing samples were to be analyzed first by the teachers using the indicators that had been developed for writing at the Early Years, Primary, Junior and Transition Years divisions in our school system (see Appendix E). The teachers' preliminary analyses would be reviewed and revised by the writer after the exemplars had all been collected. The writer also contacted consultants in the board and asked that they invite teachers with whom they worked to provide additional writing samples for this collection.

At the same time, the writer received permission from a local principal to use his school, a Junior Kindergarten - Grade 6 elementary school, as the site for videotaping of reading exemplars. This school was selected because the

staff seemed to have a good understanding of the board's reading and writing outcomes and had a history of planning and working together. The staff also had a common philosophy and approach to teaching and practiced a number of common instructional strategies. The student population, like the rest of the board, is a multicultural, multiracial group, with many students needing English as a Second Language support.

The reading exemplars, like the writing exemplars, would be samples of student work demonstrating the successful achievement of reading outcomes at the Early Years, Primary, Junior and Transition Years. Indicators had been developed for the reading outcomes (see Appendix F) and were to be used as the basis for the written analysis of the reading exemplars. The staff would be involved in working with the writer to plan scenarios for videotaping the reading exemplars. The videotape would be edited and incorporated into the Tracking Student Outcomes software in the form of *Quick Time* videos and still shots. A text would be provided to describe the reading exemplars for the teachers using the software.

The writer next met with the convener of the school (a classroom teacher who is a recognized curriculum leader on staff) to plan the involvement of the students and staff in the videotaping process. Meetings were scheduled during the following week with teachers at each grade level in the school to learn how they were implementing the outcomes in their classrooms. Scripts were written by the writer from which storyboards were created to enable the video crew, convener, and staff to plan the shots for the videotaping of reading exemplars.

Over the next two weeks, a video crew and the writer spent several hours in classrooms working with teachers and students to construct the reading

exemplars. The writer worked as "director" of these video sessions and consulted regularly with the convener to ensure that all the information needed was in place. Despite the fact that there were a number of technical difficulties at the beginning of the videotaping, the students and staff were extremely cooperative. Shots had to be set up with hot lights and classrooms had to reorganize programs and furniture to accommodate the video-taping. Students were asked to do several retakes of a number of scenarios. All of this was done willingly and patiently.

To celebrate the conclusion of the school's involvement in this part of the project, the Superintendent of Curriculum, who is responsible for the development and implementation of the Outcomes in the board agreed to pay for and cater a luncheon for the school staff to thank them for their patience and cooperation. This was held in June, 1993 and was attended by all staff in the school including the school secretary and classroom assistants. The Curriculum Superintendent was glowing in her thanks to the staff for their participation in this venture. By acknowledging their role and recognizing the inconvenience to the school, the superintendent gained additional support from this staff as they continued to implement the changes that were starting to occur in the board based on the development and implementation of standards of student work.

Exemplar Editing

By the end of the school year, the writer had collected at least two hundred exemplars of student writing at the appropriate grade levels. The writer then spent several days sifting and sorting through these to select the samples that best represented the outcomes and indicators being used by teachers to assess

the students' levels of proficiency in writing. Analyses of these samples were developed and written by the writer to add to the exemplars. At this point, all of the selected student samples were edited by a computer graphics firm where they were formatted for entry into the Tracking Student Outcomes software. The completed exemplars were then available to be added to the TSO field-testers' computer hard drives to be used in the coming school year (see Appendix G).

The reading exemplars were edited by the writer and the convener of the school where the videotaping took place. Selections that best typified the exemplars were chosen from the many hours of videotape that we had and the analysis of the exemplars was scripted by the writer and convener. This script was developed to be the audio-taped "voice over", read by a narrator for each reading exemplar (see Appendix H). The material we selected was then added to the Tracking Student Outcomes software by the technical staff working on the continuing development of this software.

Exemplar Implementation

a) TSO Field-Testers

The Tracking Student Outcomes Development Team met early in the 1993/1994 school year to plan the field-testing of TSO for the year. It was decided that the writing exemplars would be the focus of the field-test for the next several months. Dates were set for the first two field-test meetings and at these meetings, field-testers were able to load the new writing exemplar section of TSO into their hard drives. At this meeting, the writer worked through an activity with the teachers to demonstrate how to use the exemplars and the analyses to assess samples of students' work independently

and as a school division or staff. Teachers left this meeting with the understanding that they would try to use the exemplars to assess their own students' writing.

b) Selected Teacher and Parent Groups

Once the writing exemplars were provided to the field-test teachers, other teachers in the board began to ask for "hard copies" of the writing samples and workshops about how to use them to help analyze student writing. The writer received permission from the Superintendent of Curriculum to create hard copy booklets of the exemplars and to provide them to groups of teachers, on request. A number of workshops have already been held with several groups of teachers. Several principals have also used these booklets of writing exemplars with their staffs to have teachers work together to begin to establish standards of student writing and agreed upon criteria for assessment in their own schools.

The writer has also been asked to give presentations about outcomes to parent groups at organized Families of Schools parent meetings. At these meetings, the writer has provided parents with information about the outcomes, indicators and exemplars, and, where time permits, has engaged parents in the process of assessing student writing using the booklets of exemplars.

c) Outside the writer's Board of Education

The writer presented the system's outcomes and exemplars at an International Conference on Evaluation held during the fall of the current school year (see Appendix I). This presentation was part of a full-day

workshop designed to present the successful implementation of outcomes in the writer's Board of Education. It was a joint presentation where the writer's role was to present the exemplars and have workshop participants spend time analyzing student work and coming to consensus about their analyses. The feedback about our session was very positive. Participants felt that this was an important activity for teachers, school staffs, and school boards to engage in.

Repeat of Teacher Survey

The writer sent surveys out to the field-test teachers in January, 1994 (see Appendix A) to determine how teachers' attitudes and practices had changed. Fifteen of the field-testers responded to the survey and distinct differences were found in their understanding and use of exemplars in writing (Chapter V).

The writer also interviewed administrators and teachers in three schools in various locations across the system where the whole staff was being included in the implementation of the writing exemplars.

Ongoing Plans

a) Board-wide Literacy Assessment

At present, the hard-copy exemplar booklets are being reformatted to incorporate the levels of performance on each page (see Appendix J). These booklets are going to be used by all kindergarten to grade 9 teachers beginning in the fall of 1994. They are going to become part of a new system-wide assessment in literacy that is beginning in the board in April 1993.
The board's literacy assessment will be composed of a standardized reading

test for all grade 3, 5, 7, 9, and 12 students, and a Student Profile which will be maintained for all students from kindergarten to grade 9. Teachers will use the exemplar booklets to analyze samples of their own student writing which will be passed on from year to year until the students reach high school.

The board's research department will collect a sample number of Student Profiles at the end of each school year. The student writing in the sample Profiles will be scored by a trained staff and checked against the classroom teacher's assessment to determine if there is inter-rater reliability between scores. This is the board's first attempt, on an organized basis, to ensure that all teachers begin to use the same standards to assess student writing.

In order to ensure that all teachers are familiar with the exemplars and have some training in how to use them, the writer is currently involved in planning in-service training sessions for all the board consultants to introduce them to the exemplars and teach them how to use them with the teachers they work with. There is an expectation in the board that all teachers will be provided with in-service training in holistic and analytic scoring of writing using the board's outcomes, indicators and exemplars by the fall of 1994.

b) Outside the writer's Board of Education

The writer is scheduled to present the outcomes and exemplars at the International Reading Association Conference to be held in May, 1994 (see Appendix i). The writer expects to introduce conference participants to the exemplars and introduce them to the way in which the writer's board is using these exemplars on a board-wide basis. The writer has also been invited to give a presentation about the outcomes to a private school in the city in

the Spring of 1994.

As part of her responsibilities this year, the writer has been involved with an Assessment Consortium that includes the writer's board of education and three additional boards. Representatives from some of these boards will be attending the holistic and analytic scoring sessions in the writer's board of education in the spring of 1994.

Chapter V

RESULTS, DISCUSSION AND RECOMMENDATIONS

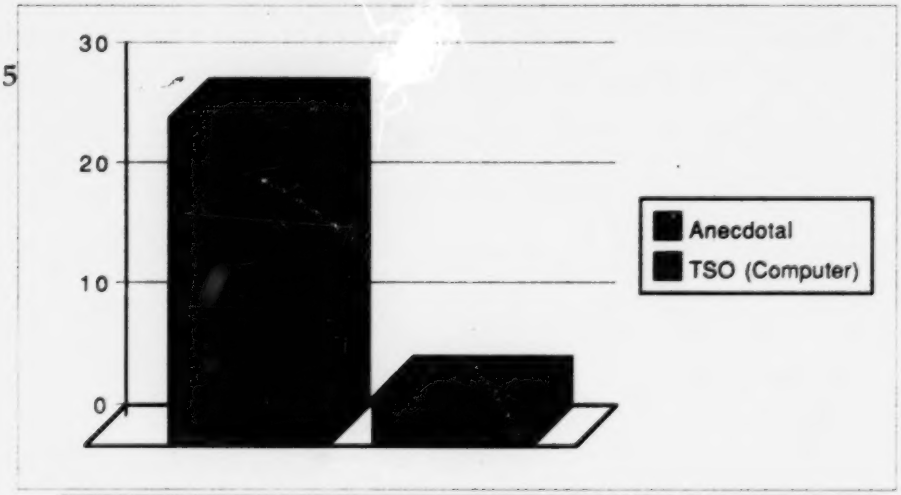
Results

The problem addressed by this practicum was that the board of education in which the writer works has recently established clearly defined student learning outcomes in reading and writing for the end of kindergarten, grades 3, 6, and the transition years. However, the board had not, to this point, provided teachers with a board-wide set of standards against which to measure the performance and achievement of the students they teach. Therefore, as a solution strategy, the writer worked towards the development and implementation of standards in reading and writing at the elementary level through the development of exemplars and verbal descriptions, as described by Sadler (1987).

The standards were tied to the board's learning outcomes in reading and writing. The writing standards were generated through collections of student work samples as exemplars. Descriptions of the exemplars were provided by teachers (see Appendix D) who also used the standards in a field-test to determine whether or not they accurately and adequately reflected the achievement of students as they developed skills and knowledge in writing.

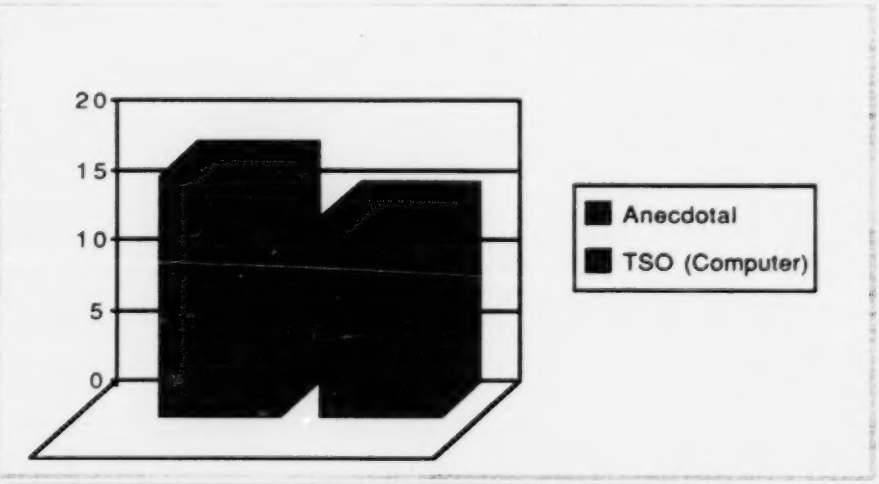
Outcome 1. The first expected outcome of the practicum was that 30 of the 40 teachers in the practicum would complete weekly entries on the student tracking portion of the software Tracking Student Outcomes (TSO) to keep track of student progress as determined by interviews with the teachers before and after the practicum has been implemented (see Appendix A).

Fig. 5



Recording Student Information (beginning of practicum)

Fig.6



Recording Student Information (end of practicum)

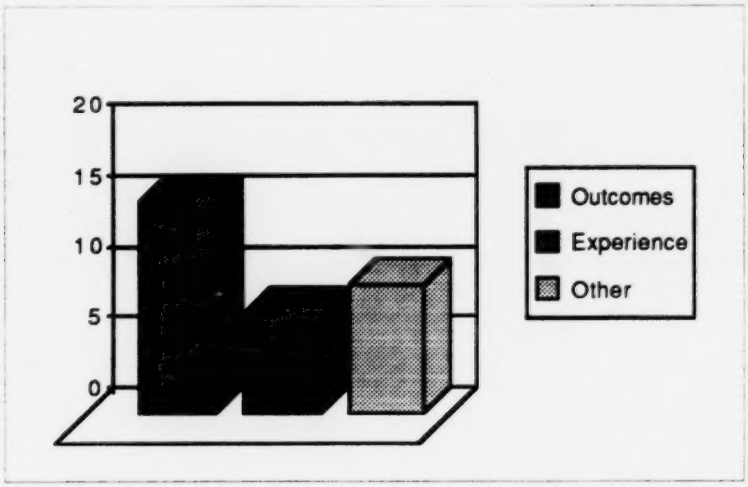
Outcome 2. The second outcome for the practicum was that in each classroom, at least one piece of each student's writing would be assessed using holistic marking. This was to be determined through the Teacher Writing Survey which was administered at the beginning and the end of the practicum period (see Appendix B).

Consultant in-service on holistic scoring (and analytic scoring) to assess student writing has been planned for the spring of 1994. At that time, the writer, along with another consultant in the board, will be demonstrating the use of holistic and analytic scoring to all the consultative staff in the writer's system. The consultants will then provide in-service sessions to teachers to ensure that they have a beginning awareness of the techniques used to score student work using holistic and analytic scales.

The writer has developed six-level holistic scoring scales for grades 3, 5, and 7 (see Appendix K). These scales will be used at a system-wide level to score samples of student writing as part of the board-wide literacy assessment to begin this spring. These scales will also be used by teachers, along with the writing indicators, to score their own students' work. Scored samples of student writing will be maintained in the Student Profile that all teachers will be keeping for their students from kindergarten to grade 9.

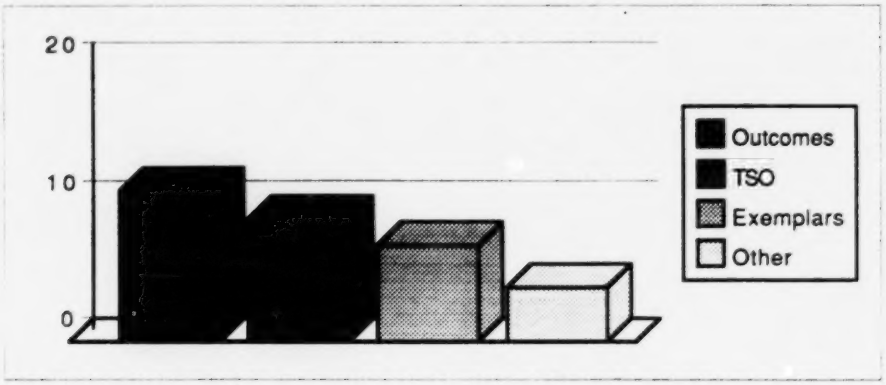
Outcome 3. The third expected outcome for this practicum was that consensus would be reached by the teachers involved in the practicum on the exemplars of student work to use as standards for assessing the work of students in their classrooms in reading and writing (see Appendix A).

Fig. 7



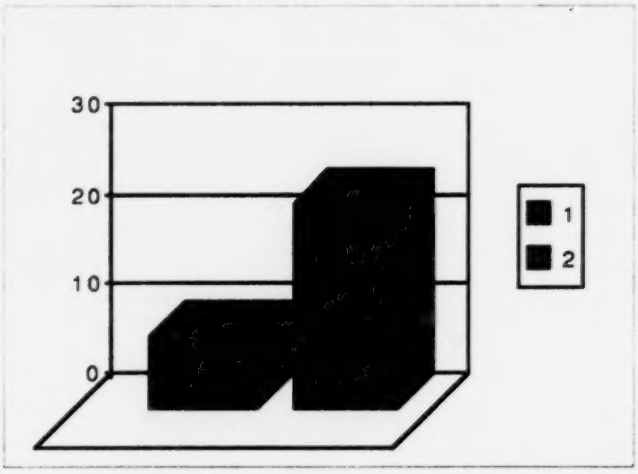
Criteria used to Assess Writing (beginning of practicum)

Fig. 8



Criteria Used o Assess Writing (end of practicum)

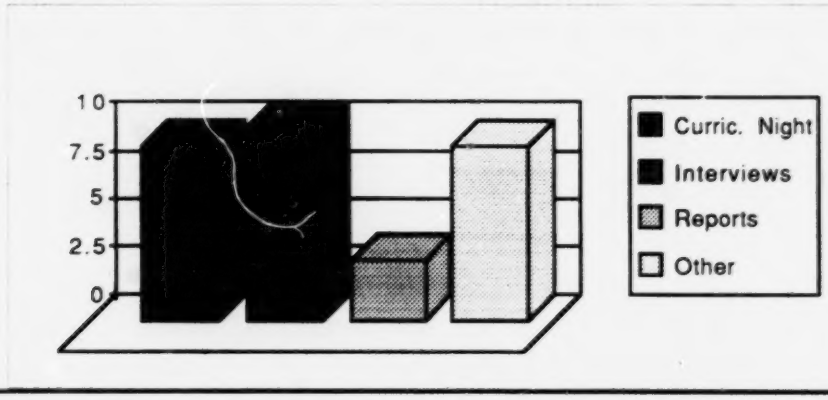
Figure 9



Use of Exemplars as Standards

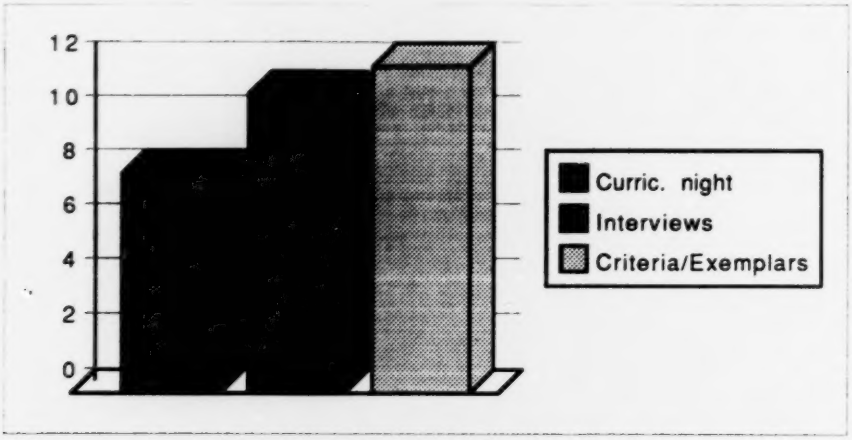
Outcome 4. The fourth expected outcome for this practicum was that 30 of the 40 teachers would provide parents and students with information about the standards. This was to be measured using the Standards in Reading and Writing Questionnaire (see Appendix C).

Fig. 10



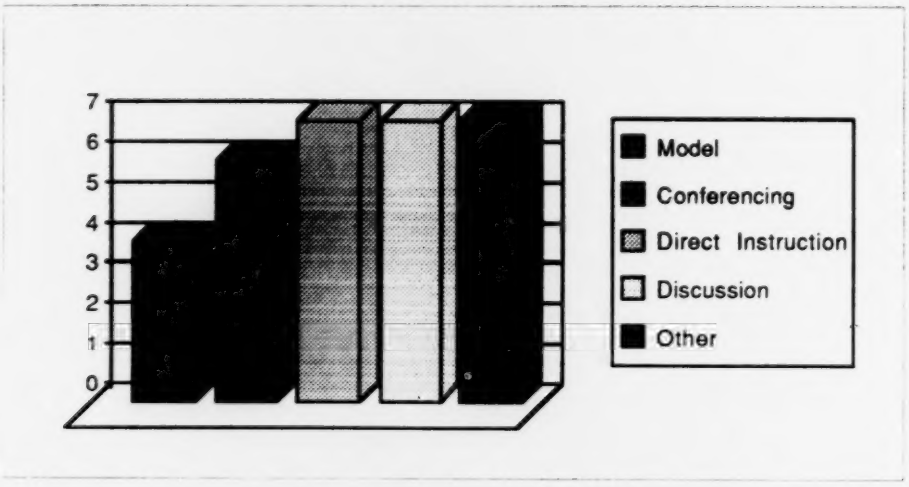
How Parents are Made Aware of Expectations (beginning of practicum)

Fig. 11



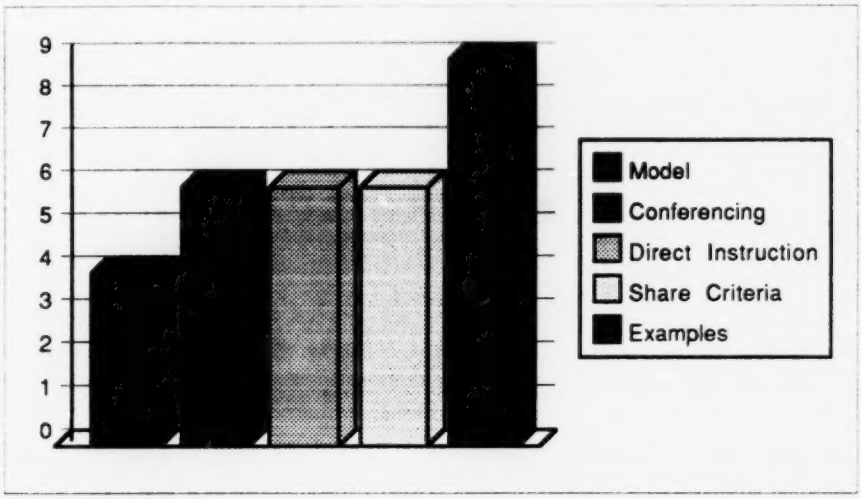
How Parents are Made Aware of Expectations (end of practicum)

Fig. 12



How Students are Made Aware of Expectations (beginning of practicum)

Fig. 13



How Students are Made Aware of Expectations (end of practicum)

Although the writer did not administer the Standards in Reading and Writing Questionnaire (see Appendix C) to parents, students, and teachers, the writer was able to use the teachers' responses to the Teacher Interview (see Appendix A) to gather the information for figures 10, 11, 12, and 13.

Despite the fact that the writer made modifications to the original practicum proposal during the implementation of the practicum, these modifications did not impede the writer's ability to proceed with the overall plan of the practicum, that is, to develop standards in reading and writing by creating exemplars and verbal descriptions. Because the implementation period is a dynamic, interactive process, the writer found that she was provided with opportunities to modify, expand, and extend the original practicum plan, resulting in the creation of an exemplar booklet in writing (see Appendix M), and a plan for all teachers to learn how to use the

exemplars as standards when assessing student work.

Discussion

The establishment of board-wide reading and writing standards seems to be "an idea whose time has come". A recent editorial in the local paper indicated that the writer's board of education was in the forefront of the accountability movement by creating and distributing a pamphlet called Standards for Student Success to parents and the community (Toronto Star, 1994). This pamphlet has outlined the board-wide standards in a format that is easy for parents to understand. The pamphlet is intended for parents and teachers to use as they assess the progress of their children.

Since the beginning of the practicum period, the writer has seen a new focus and commitment on the part of the decision makers in the writer's board to ensure that close attention is being paid to student performance in order to increase student achievement in reading and writing. The move toward board-wide assessment in literacy at grades 3, 5, 7, 9, and 12 demonstrates the serious approach the board has taken toward ensuring accountability for student achievement.

Outcome 1: Use of the Computer to Record Student Information

The teachers who have been involved with the practicum have begun to make use of the technological tools available to keep track of student achievement. At the beginning of the practicum period, 26 of the teachers who responded to the survey indicated that they kept anecdotal, paper and pencil records to record student information. About 5 recorded student information using the TSO or other computer software (see Figure 5). By the end of the practicum, 17 of the teachers were making use of TSO, or some

kind of computerized record keeping, while 14 continued to keep track using paper and pencil (see Figure 6).

The use of technology to keep track of student achievement is a powerful and exciting technique that has the potential to bring schools into the twenty-first century. Campbell (1992) describes the way one school uses laser disk as an assessment system where student data is collected from kindergarten to grade 6. "To begin planning assessment, grade-level teams determine criteria to evaluate growth for each child" (Campbell, 1992). The TSO software has embedded in it the criteria, levels of performance, and indicators that teachers use to assess student achievement in reading and writing. As more teachers become comfortable with the use of technology to keep track of student progress, it will assist them in determining student growth over time, using common criteria. Not only will this assist teachers in communicating with parents, students and each other about student achievement, but it will also provide teachers with information they need to create programs for students based on individual student strengths and needs.

Some teachers have also begun to scan samples of student work directly into the computer. This becomes part of an ongoing student file that can be used in much the same way as a portfolio. By connecting the scanned samples of student writing to TSO, teachers have a means of keeping track of student progress that can be conveniently passed on from teacher to teacher. It can also be used as a way to help students track their own growth and development. Hetterscheidt, Pott, Russell, and Tchang (1992) use a piece of software called *The Grady Profile* to record students reading aloud and to scan and record student writing. These teachers use technology "to involve students in self-evaluation and critical thinking, promote students'

ownership of the learning process, and make reading "samples" part of student portfolios".

Outcome 2: Use of Holistic Scoring Techniques

Although teachers in the TSO field-test have not yet had opportunities to learn about and utilize holistic scoring (see Outcome 2), the tools are now in place to begin this process. A decision has been made to use holistic scoring scales in the board-wide literacy assessment to begin this spring. Teams of teachers will be trained to holistically score the collected student writing samples and these holistic scales will be included in the exemplar booklet that will be provided to each teacher. The writer developed these holistic scales using the student outcomes for writing and the Ministry of Education and Training standards for writing (see Appendix K).

Teachers will also receive in-service training, beginning this spring, to help them use the analytic scales that the writer developed, based on the student writing indicators (see Appendix E). According to Freedman, "the analytic scale offers more information than a single holistic score" (Freedman, 1991).

Freedman points out the importance of linking large-scale testing with teachers' own classroom assessments of student writing. By displaying the holistic scales with the analytic scales in a graphic format in the exemplar booklet, teachers are provided with a device that helps them to make connections between the two forms of assessment (see Appendix L).

Outcome 3: Use of the Exemplars as Standards

During the implementation of this practicum, the writer has seen a move toward the establishment of standards in reading and writing by the

provincial Ministry of Education and Training. In September, 1993, the Ministry produced a draft Reading and Writing Standards document for teachers from grades one through nine (Ministry of Education and Training, 1993). The expectation is that this document, once it has been validated by educators, parents, and the business community, will become the basis for province-wide standards in literacy. This is the first time that the provincial government has established expectations for all students that are grade and subject specific.

Along with these standards, the government is also carrying out a provincial reading and writing assessment for all grade nine students in the province. As one of the components of the assessment, students are to submit a number of pieces of writing that will be scored by a trained group of teachers who will use a six-point holistic scoring scheme (Ministry of Education and Training, 1993). This scoring scheme is accompanied by "anchor papers" that illustrate the specific characteristics of writing at each of the six levels. Teachers, and students involved in the assessment were provided with the holistic scales and the anchor papers prior to the assessment period. For the first time, all grade 9 students in the province know what characteristics their writing must contain in order for it to be considered superior writing or merely adequate or limited writing. For the first time, all the teachers of grade 9 students in the province know what the components of a proficient, competent or dependent piece of writing look like.

The "anchor papers" selected for the grade 9 assessment are similar, in many ways, to the exemplars that the writer has been developing for teachers in her work setting. The main difference between them is that each exemplar

selected for the writer's board of education contains an analysis that demonstrates for teachers the criteria or indicators that are contained in each writing sample. According to Sadler (1987) the analysis of each writing sample is a key element of the exemplar so that teachers can best use their professional judgment to assess student work. It "frees them from dependence on the private judgments of evaluators and on exemplars". Farr and Tone (1994) corroborate the need to develop a scoring system that contains clear criteria, anchor papers, and a written description or "marginal annotations" of raters' comments to "limit variance in scoring".

The teachers with whom the writer has been involved during the practicum implementation have been enthusiastic in their support of the development of board-wide standards in reading and writing. In the survey completed by teachers and in interviews with teachers and administrators, comments such as:

> "Similar standards would be most beneficial. They would be helpful in assessing our own children and would make us more aware of what is expected."
>
> "It would be easier for students to move from school to school with the development of board-wide standards".
>
> "Standards would provide common expectations among teachers".
>
> "Parents would be assured that in changing schools the same expectations would be placed on their child according to grade level".

In fact, 23 of the teachers who responded to the survey at the end of the practicum indicated that they were using the exemplars as standards to help them assess student writing compared with 8 of the teachers who were using them at the beginning of the practicum (see Figure 9). Even though

14 respondents indicated that they used outcomes as criteria to assess student writing at the beginning of the practicum, by the end of the practicum 27 of the respondents indicated that they were using outcomes, TSO or the exemplars (see Figure 7 and 8). All of these are elements of the standards that are composed of common criteria and expectations.

Outcome 4: Sharing "Standards" Information with Parents and Students

Teachers are also beginning to help parents and students become aware of what is expected through the sharing of criteria and/or exemplars. At the beginning of the practicum, teachers stated that they used curriculum night, interviews, reports or other means to inform parents about student expectations. By the end of the practicum, 12 of the teachers who responded were sharing criteria and/or exemplars with parents (see Figures 10 and 11). Teachers used modelling, conferencing, direct instruction, discussion or other ways of sharing expectations with students at the beginning of the practicum. By the end of the practicum 12 of the teachers who responded were sharing criteria and exemplars directly with their students (see Figures 12, and 13).

When teachers share criteria with students, students are able to understand the development of writing and can begin to work toward improving their own writing. Lamme and Hysmith (1991) found that by sharing criteria with students the children were able to identify the level of their own work and they were "more satisfied with where they were as writers and could take more risks with their writing". They pointed out that parents could also use the criteria to see the progress that their children were making by examining pieces of analyzed writing that had been collected and analyzed based on criteria over the course of the school year.

The ultimate test of the writer's practicum solution strategy is still to begin. No data exists yet to inform the board of the reading and writing achievement levels of our students. This baseline data will begin to be collected this spring in the form of standardized reading and writing tests and the collection of student writing samples as the board begins its board-wide literacy assessment process. The data collected from writing samples will be compared with students' writing scores on standardized tests.

Teachers will begin to receive training in the use of the analytic and holistic writing scales and exemplars of student writing this spring. They will begin to use these tools to score and analyze their own students' writing. When the board-wide testing takes place in the spring of 1995, there is an expectation that students' writing scores on both the standardized tests and the writing samples will improve.

Conclusions

The development of standards in reading and writing through the creation of exemplars responds to the needs expressed by parents and teachers in the 1992 Quality Assurance Report to clearly define what the expectations are for children in terms of academic performance across the board (North York, 1992). The causative analysis in Chapter II outlines several issues that have been addressed through this practicum process and its focus on the development of standards in reading and writing.

Clearly defined criteria for assessing student achievement in reading and writing now exist to help teachers, students, and parents determine the level of achievement of students in reading and writing. These criteria are developmentally appropriate and have been created to be used right across

the system for all students (see Appendix E and Appendix F).

The exemplar booklet that indicates the developmentally appropriate growth in student achievement in writing will be made available to all teachers in the system over the next several months. Teachers will now have "examples of student work illustrating acceptable responses" to writing (Herman, Aschbacher, and Winters, 1992) that can be used as benchmarks against which to measure their own students' work. These exemplars can also be used to open up dialogues between teachers as they move into this new approach to assessing student work.

The accountability issue has very successfully been addressed, not only by the work done through this practicum, but also through the publication of the recently published "Standards for Student Success" brochure (North York, 1994). According to a recent newspaper report, "the North York Board of Education has come up with a way of letting parents in on what has become the best kept secret in Ontario's education system - what kids are supposed to be learning" (Toronto, Star, 1994). The publication of the exemplar booklet adds the dimension of exemplars with a written analysis to provide an even clearer picture of the developmentally appropriate expectations for students as they develop their writing skills.

Teachers who work in different locations across the board now have a tool to use to help them develop a common set of expectations and standards for the students they teach. No longer will teachers who have only taught in special needs schools be left wondering if their students are achieving at the same level as students in more affluent areas. The standards can be seen as one way to ensure that there is equity of outcome for all students, regardless of socio-economic status.

The use of exemplars along with the analytic and holistic writing scales provide teachers with tools that can be used as alternative assessment techniques. By analyzing student writing using these tools, and by then including these analyzed samples in the new student Literacy Assessment Profile, teachers across the system will begin to put in place some common evaluation practices that will build a profile of the student's writing achievement over an extended period of time in order for teachers to monitor the student's growth, his/her skill development, strengths and problems evident in the student's written work.

The outcomes outlined in Chapter III have all been successfully addressed by the implementation of this practicum. More teachers are using computers to keep track of student progress; teachers see the use of exemplars as standards to help them assess the work of the students in their classrooms; and a number of teachers who responded to the survey have already begun to share the exemplars, criteria, and outcomes with parents and students. Although teachers have not yet used holistic marking, they will soon be receiving training in the use of both the holistic and analytic scoring scales in order to enable them to have a consistent approach to scoring the writing of their students.

The most significant unexpected outcome of this practicum is the plan to use the exemplars with all teachers in the system from junior kindergarten to grade 9 and ultimately through secondary school. Although the writer began to expand the use of the exemplars beyond the original field test group through printing hard copy booklets of the exemplars, the curriculum superintendent asked that these booklets be desktop-published in a new format, printed and distributed (after teachers have received training in their

use) to all teachers. The writer spent several hours working with a "layout person" to design the new booklet, which is now available in draft format.

The development of standards in reading and writing can be seen as a powerful way to improve student achievement and to provide teachers with a tool that can be used to improve instructional practices and assessment techniques. The writer sees the work that she has completed through the implementation of this practicum as an important component of the board's plan to ensure that our students have the skills, attitudes, and knowledge "to learn, to achieve success, and to participate responsibly in a pluralistic, global society" (Mission Statement, North York Board of Education).

Recommendations

The writer has found this practicum implementation to be a very challenging and rewarding experience. By working with teachers to collect and analyze samples of student work, the writer was able to engage in and encourage teachers to engage in professional dialogues about what student writing should look like at various stages of development. As the practicum proceeded, it became clear to the writer that the creation of standards is an "iterative" process. Once teachers begin to see evidence of what children can achieve, based on the exemplars and standards, questions arise causing one to rethink the standards - to determine whether or not they are appropriate and achievable, whether they need revision, whether they are clearly defined, and so on.

The writer would therefore propose the following recommendations, based on the writer's experiences during the practicum period:

1. In-service training needs to be provided to teachers in order to ensure

that they understand how to use the exemplars to analyze student writing.

2. Teachers may wish to develop their own exemplars for their own school as a way to begin to develop standards. By developing school-wide standards, teachers can begin to develop common criteria to assess the writing of the students in their school.
3. Students and parents could be involved with teachers as exemplars and standards are developed.
4. Consider all work being developed as "work in progress". This ensures that revisions can be made on an on-going basis to the materials being developed.

Dissemination

Much of the information contained in this practicum has already been shared with the writer's colleagues in a number of ways. Several of the articles in the REFERENCE section have been copied and distributed to the field-test teachers and to committee members of the various literacy committees operating in the board. The writer has also made these articles available to a number of administrators who have expressed an interest in the writer's work.

The writer has already used the exemplars and writing outcomes in a number of workshops, conference sessions, and meetings. Teachers, administrators, and consultants see the exemplars as a valuable tool that can be used to establish board-wide standards. Additional opportunities to share the information at conferences and workshops are already being planned.

The use of the exemplars by the TSO field-testers is an important

component of this practicum and is of particular interest to the Curriculum Superintendent who is responsible for the development of the software. The writer intends to share the analysis of the survey information contained in the practicum with her.

The exemplar booklet will be printed and disseminated across the system by the fall of 1994. This is a very exciting component of the dissemination plan, since all teachers will now begin to have a common set of expectations with which to assess student work.

The writer also plans to write an article for an educational journal describing the value of the development of exemplars. The practicum implementation would be used as the basis for such an article.

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APPENDIX A

TEACHER INTERVIEW

TEACHER INTERVIEW QUESTIONS

Section A: Tracking Student Progress

1. What techniques do you use to keep track of student progress in
   a) writing:

   b) reading:

2. What information do you record when tracking student progress in
   a) writing:

   b) reading:

3. How do you record this information?

4. How do you use this information?

5. What do you see as advantages of an automated tracking system?

6. What do you see as disadvantages of an automated tracking system?

Section B: Determining Standards

1. What criteria do you use when assessing student progress in
   a) writing

   b) reading

2. How are students made aware of what is expected of them in
   a) writing tasks

   b) reading tasks

3. How are parents made aware of what is expected from the child in
   a) writing tasks

   b) reading tasks

4. How consistent are expectations for students in reading and writing in
   a) your school

   b) your family of schools

   c) across the board

5. What advantages would there be to having a board-wide set of standards in reading and writing?

Section C: Exemplars

1. Have you been introduced to the concept of "exemplars of student work"?

2. What would constitute an exemplar of student work?

3. Have you ever used exemplars of student work to assess the work of the students in your class?

4. What are the advantages of using exemplars for you and your class and for your school?

5. What are the disadvantages of using exemplars?

APPENDIX B

TEACHER WRITING SURVEY

TEACHER WRITING SURVEY

1. Children in my classroom spend <25% __ 25-50%__ 50-75% ___ >75%___of writing time involved with personal and imaginative writing and <25% __ 25-50%__ 50-75% ___ >75%___ involved with functional writing.

2. As a staff, we have developed a consistent set of criteria for assessing student writing. yes___ no____

3. When assessing student writing, my assessment is based on:
   - my overall impression of the student's work. yes___ no____
   - criteria that I have established ahead of time with my students. y_ n__

4. Students in my class keep a portfolio of written work. yes___ no____

5. Students have the opportunity to respond to each other's written work. yes___no____

6. Students select pieces of writing for revision and editing. yes___ no____

7. Students in my class publish a number of edited pieces. yes___ no____

8. I use the North York Writing Outcomes as the basis for assessment of writing in my class. yes___ no____

9. When assessing student writing, I look for the following elements (please circle the number in order of priority from 1 - least important to 10 - most important)
   Ideas and Content 1 2 3 4 5 6 7 8 9 10
   Organization 1 2 3 4 5 6 7 8 9 10

Voice	1 2 3 4 5 6 7 8 9 10
Word Choice	1 2 3 4 5 6 7 8 9 10
Sentence Fluency	1 2 3 4 5 6 7 8 9 10
Conventions	1 2 3 4 5 6 7 8 9 10
Handwriting	1 2 3 4 5 6 7 8 9 10

10. I have/have not (circle one) attended a workshop on holistic marking. (If you have attended a workshop, please use the back of this page to describe what, if anything you have done to modify your assessment practices for student writing.)

APPENDIX C

STANDARDS IN READING AND WRITING

QUESTIONNAIRE

Standards in Reading and Writing
Questionnaire

Please indicate whether you are a parent ___, student ___, or teacher ___.

I am/am not (circle one) aware of standards and expectations being used to evaluate reading and writing.

If you <u>are</u> aware of standards and expectations please answer the following questions. If your <u>are not</u> aware you do not need to complete the rest of the survey.

1. How did you learn about these standards?

2. What is your opinion of the standards that have been set?

3. Would you make any changes to these standards? yes____ no_____
   If yes, what changes would you make?

4. Were you consulted about what the standards should be? yes____
   no_____

5. Has your knowledge of these standards made any difference to the quality of work you see or do? yes____ no_____

6. Additional comments:

APPENDIX D

EXEMPLAR COLLECTION FORM

TSO—Building the Exemplar Collection

Please send us your students' work samples that demonstrate their achievement of writing outcomes. Please photocopy this page as necessary, fill it in and attach it to each sample. Thank you very much.

School: YORKWOODS E.S. Teacher: KATE REEVES/MARY ANNE FORSYTHE Grade: 5

Student Name: BRIAN MORRIS Student Age: ____ Years ____ Months

Please indicate with a check (√) in the box the outcome illustrated.

COMPOSING	Personal / Imaginative Writing	☐
	Functional Writing	☐
TRANSCRIBING	Conventions of Writing	☐
	Revising and Editing	☐

Please indicate with a check (√) in the box the level of acquisition of this outcome for children of this age.

BEGINNING ACQUISITION	☐
PARTIAL ACQUISITION	☐
FULL ACQUISITION	☐

Please describe the features of this piece of writing that make it exemplary of the outcomes and level of acquisition noted above. You may find it helpful to refer to the indicators.

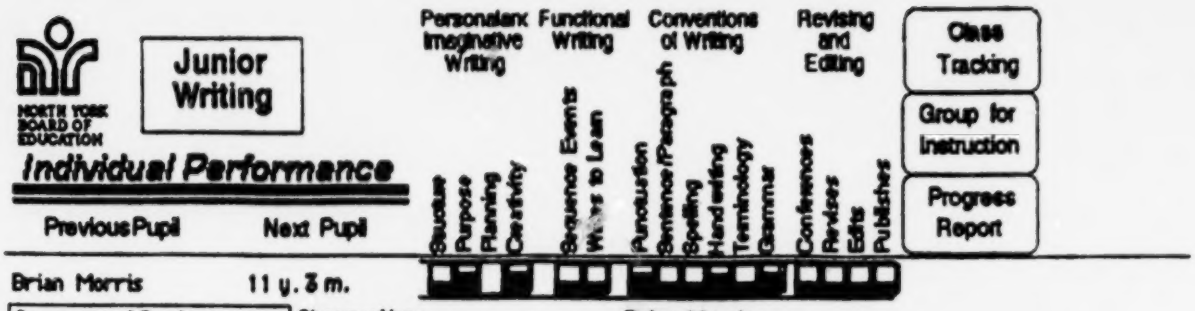
SEE ATTACHED.

We did not use this form because we found there were not enough check-mark areas for the evaluations we did.

Please note that the individual student record we printed was effective December 1992, The comments reflect recent work.

Thank you very much for your contributions to the progress of this project.

Please return to Roz Doctorow at Lamberton Centre by March 12, 1993.



Brian Morris 11 y. 3 m.

Summary of Performance

Composing ☐

Transcribing ☐

Progress Report Comments

Observations — Brian Morris

Sp. 4.7 9/92
Sp. 6.0 1/93
Cat. Sp. 8.1 Mech. 11.8 Exp. 4.2 1/93

WRITING OUTCOME NO. 1: PERSONAL/IMAGINATIVE

Establishes setting and characterization in a way which elicits the reader's sympathy for the characters. He builds suspense but weakens it with a hurried, unrelated ending, which upsets the logical sequence which he had established at the beginning of his story. The purpose of his story, which he fulfilled, was to write a "journey plot".

WRITING OUTCOME NO. 2/FUNCTIONAL

As referred to under outcome No. 1 above, sequence was disrupted by curve in end of story (we suspect).

WRITING OUTCOME NO. 3/CONVENTIONS

Occasional incorrect past tense forms: lefted, suppose(d). Attempts paragraphing. Generally uses standard spelling. Prints rather than writes. Uses pronouns and possessive nouns correctly. Uses some descriptive languages (adjectives). Composition comprises mainly simple sentences. Good use of punctuation (e.g., exclamation marks).

WRITING OUTCOME NO. 4/EDITS, REVISES

Reluctant to consult with others and to incorporate suggestions to his revisions. Uses reference books, e.g.., dictionary to aid in spelling.

APPENDIX E

WRITING INDICATORS

EARLY YEARS WRITING OUTCOMES

B = Beginning P = Partial F = Full

	Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Personal/Imaginative Writing	**Writes to Express Personal Experiences & Imaginative Ideas**					
	Vocabulary: writes mainly scribbles	Vocabulary: writes many recognizable letters	Vocabulary: begins to write simple sentences	☐☐☐	☐☐☐	☐☐☐
	Organization/Style: not yet aware of print/meaning connection	Organization/Style: shows beginning awareness of print/meaning connection	Organization/Style: recognizes that own writing conveys a message	☐☐☐	☐☐☐	☐☐☐
	Form/Purpose: does not choose to create handwork or artwork	Form/Purpose: creates artwork/handwork for personal pleasure	Form/Purpose: creates artwork/handwork for personal pleasure and attaches meaning to work	☐☐☐	☐☐☐	☐☐☐
	Planning rarely writes	Planning: writes stories when suggested by the teacher	Planning: seeks opportunities to write own stories	☐☐☐	☐☐☐	☐☐☐
Functional Writing	**Writes to Record and Investigate**					
	Vocabulary: writes mainly scribbles	Vocabulary: writes many recognizable letters	Vocabulary: begins to write simple sentences	☐☐☐	☐☐☐	☐☐☐
	Organization/Style: does not yet structure writing	Organization/Style: begins to use one or two writing forms to convey a message	Organization/Style: uses a number of different writing forms to convey a message	☐☐☐	☐☐☐	☐☐☐
	Form/Purpose: does not yet create writing for a specific purpose	Form/Purpose: begins to create writing to enhance play and classroom activities	Form/Purpose: creates signs, cards, phone and address lists to enhance play activities	☐☐☐	☐☐☐	☐☐☐
	Planning: rarely writes	Planning: writes when suggested by teacher	Planning: seeks opportunities to write	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

_____

Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Conventions of Writing					
Punctuation: uses punctuation marks spontaneously in writing to imitate writing models	Punctuation: randomly places punctuation marks in writing	Punctuation: begins to use periods and capital letters correctly	☐☐☐	☐☐☐	☐☐☐
Spelling: uses drawings and scribbles to represent words and ideas	Spelling: uses random letters, scribbles and marks to represent words and ideas	Spelling: uses scribbles, marks, random letters, initial and final consonants to represent words and ideas; uses correct letter choices for some sounds	☐☐☐	☐☐☐	☐☐☐
Revises and Edits Written Work					
Publishes: does not yet choose to publish work	Publishes: selects pieces of writing with teacher support to be published or displayed	Publishes: independently selects pieces of writing to be published or displayed	☐☐☐	☐☐☐	☐☐☐

Conventions of Writing

Revising/Editing

Summary comments: _____

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PRIMARY WRITING OUTCOMES

B = Beginning P = Partial F = Full

	Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Personal/Imaginative Writing	**Writes to Express Personal Experiences & Imaginative Ideas**					
	Vocabulary: uses simple vocabulary to express ideas	Vocabulary: adds action verbs and common linking words (and, so, but)	Vocabulary: uses adverbs and adjectives and often uses linking words	☐☐☐	☐☐☐	☐☐☐
	Organization/Style: shows some awareness of beginning and end	Organization/Style: writes events in simple sequence or chronological order	Organization/Style: writes stories in the correct order of events	☐☐☐	☐☐☐	☐☐☐
	Form/Purpose: writes using telegraphic and representational form	Form/Purpose: writes using predictable stories, poems, or personal events as a pattern	Form/Purpose: writes stories based on familiar stories, poems or personal events	☐☐☐	☐☐☐	☐☐☐
	Planning writes spontaneously	Planning: uses pictures, lists and storytelling to plan writing with teacher assistance	Planning: uses pictures, lists and storytelling to plan writing	☐☐☐	☐☐☐	☐☐☐
Functional Writing	**Writes to Record and Investigate**					
	Vocabulary: uses simple vocabulary to write an account	Vocabulary: adds action verbs and common linking words	Vocabulary: experiments with functional vocabulary	☐☐☐	☐☐☐	☐☐☐
	Organization/Style: writes accounts showing awareness of beginning and end	Organization/Style: attempts to combine the elements of the modelled form in sequence	Organization/Style: writes a sequenced account (or letter) coherently recording a series of events or learning activities	☐☐☐	☐☐☐	☐☐☐
	Form/Purpose: writes using telegraphic and representational formats	Form/Purpose: engages in simple types of informational writing to record and inform, using a modelled format	Form/Purpose: uses familiar forms of functional writing for many purposes (notes, letters, memos, lists)	☐☐☐	☐☐☐	☐☐☐
	Planning: writes spontaneously	Planning: uses pictures, lists, and oral retelling to plan writing (with assistance)	Planning: uses pictures, lists, and oral retelling to plan writing	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

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	Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Conventions of Writing						
Conventions of Writing	Punctuation: uses capital letters, periods, question marks, exclamation marks with limited accuracy	Punctuation: uses capital letters, periods, question marks, exclamation marks with increasing accuracy	Punctuation: uses capital letters, periods, question marks, exclamation marks correctly in more than one sentence	☐☐☐	☐☐☐	☐☐☐
	Spelling: uses random letters and initial and final consonants to represent words; uses correct letter choices for some words	Spelling: uses initial, middle and final consonants to represent words; uses vowels as place holders, sometimes incorrectly; uses easily decipherable approximated spelling	Spelling: uses standard spelling for commonly used words and approximated spelling and transitional spelling for less commonly used words	☐☐☐	☐☐☐	☐☐☐
	Grammar: does not differentiate parts of speech	Grammar: is beginning to recognize and correctly use some parts of speech including nouns and verbs	Grammar: recognizes and correctly uses some parts of speech (nouns and verbs) begins to use adjectives and adverbs	☐☐☐	☐☐☐	☐☐☐
	Handwriting: demonstrates an understanding of directionality and basic features of print including upper and lower case letters	Handwriting: uses standard manuscript print; recognizes and practices cursive script	Handwriting: produces controlled cursive writing when required	☐☐☐	☐☐☐	☐☐☐
Revises and Edits Written Work						
Revising/Editing	Revises: initial draft is the final version	Revises: makes few revisions with teacher and peer assistance	Revises: uses peer and teacher assistance to add detail and revise writing	☐☐☐	☐☐☐	☐☐☐
	Edits: does not yet edit writing	Edits: begins to proofread/edit work for capitals, periods, and spelling (with direction)	Edits: frequently proofreads/edits for capitals, periods and spelling with support	☐☐☐	☐☐☐	☐☐☐
	Publishes: publishes work with little attention to audience and/or selection criteria	Publishes: publishes work with some attention to selection criteria and audience with support	Publishes: prepares selected pieces of writing for publication with greater attention to selection criteria with support	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

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JUNIOR WRITING OUTCOMES

B = Beginning P = Partial F = Full

	Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Personal/Imaginative Writing	**Writes to Express Personal Experiences & Imaginative Ideas**					
	Vocabulary: begins to experiment with literary vocabulary	Vocabulary: uses an expanded repertoire of vocabulary	Vocabulary: uses an expanded repertoire of vocabulary to communicate clearly and accurately	☐☐☐	☐☐☐	☐☐☐
	Organization/Style: attempts to combine the basic elements of story	Organization/Style: develops a coherent story-line around a basic plot	Organization/Style: writes stories that include some character development; writes complex sentences and begins to develop paragraphs	☐☐☐	☐☐☐	☐☐☐
	Form/Purpose: writes stories based on familiar stories, poems, and personal events	Form/Purpose: uses basic story and poem structures to express personal feelings and experiences	Form/Purpose: uses a variety of narrative forms; story, drama, poetry to express personal experiences and imaginative	☐☐☐	☐☐☐	☐☐☐
	Planning with teacher assistance, uses listing, storytelling to plan stories	Planning: with teacher input uses charts and webs to plan stories	Planning: uses charts and webs to plan stories independently	☐☐☐	☐☐☐	☐☐☐
Functional Writing	**Writes to Record and Investigate**					
	Vocabulary: experiments with functional vocabulary	Vocabulary: uses an expanded repertoire of functional words	Vocabulary: uses an expanded repertoire of functional vocabulary to communicate clearly and accurately	☐☐☐	☐☐☐	☐☐☐
	Organization/Style: functional writing is coherent	Organization/Style: functional writing is coherent containing supporting details	Organization/Style: writing includes some paragraphing and shows critical thinking	☐☐☐	☐☐☐	☐☐☐
	Form/Purpose: writes to inform and explain; records information using various formats	Form/Purpose: uses basic functional structures to report information in a clear, well-organized format	Form/Purpose: writes to explain ideas, to make notes on topics	☐☐☐	☐☐☐	☐☐☐
	Planning: uses pictures, lists, and oral retelling to plan writing	Planning: uses diagrams, charts, webs, to plan writing (with teacher assistance)	Planning: uses diagrams, charts, webs to plan writing (with little assistance)	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

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Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Conventions of Writing					
Punctuation: begins to use commas and quotation marks (often inaccurately); uses other punctuation forms accurately	Punctuation: uses commas and quotation marks with increased accuracy; uses other forms of punctuation accurately	Punctuation: punctuates sentences accurately, including the use of commas and quotation marks	☐☐☐	☐☐☐	☐☐☐
Spelling: uses standard spelling for commonly used words; begins to spell unfamiliar words accurately	Spelling: uses standard spelling for a larger bank of commonly used words; shows increasing confidence and accuracy in spelling unfamiliar words	Spelling: uses standard spelling for a larger bank of commonly used words and for words encountered less frequently	☐☐☐	☐☐☐	☐☐☐
Grammar: recognizes and correctly uses the following parts of speech: nouns, verbs, adjectives, adverbs	Grammar: has subject-verb agreement; uses adjectives correctly to modify nouns	Grammar: recognizes, understands and correctly uses the following: nouns, verbs, adjectives, adverbs	☐☐☐	☐☐☐	☐☐☐
Handwriting: performs written tasks with increasing proficiency in written script	Handwriting: developing a personal style of cursive script	Handwriting: uses legible script efficiently	☐☐☐	☐☐☐	☐☐☐
Revises and Edits Written Work					
Revises: begins to use suggestions of others to add detail and delete unnecessary detail; begins to re-read and re-write with teacher support	Revises: uses suggestions of others to add detail and delete unnecessary detail; often re-reads to re-write with assistance	Revises: adds detail, deletes unnecessary details after conferencing; re-reads to re-write with attention to ideas and expression	☐☐☐	☐☐☐	☐☐☐
Edits: proofreads and edits with teacher and peer assistance; does not yet revise or edit during drafting	Edits: proofreads and edits with some assistance; beginning to revise and edit during drafting	Edits: proofreads and edits using a variety of references (eg. dictionary, thesaurus, word list, peers, etc.) with little assistance; revises and edits some text during drafting	☐☐☐	☐☐☐	☐☐☐
Publishes: prepares selected pieces of writing for publication, independently given selection criteria	Publishes: prepares selected pieces of writing for publishing based on established criteria with support; beginning to articulate reasons for selection	Publishes: prepares selected pieces of writing for publishing based on selection criteria independently; developing own reasons for selection	☐☐☐	☐☐☐	☐☐☐

Conventions of Writing

Revises and Edits

Summary comments: _____

TRANSITION YEARS WRITING OUTCOMES

B = Beginning P = Partial F = Full

Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Personal/Imaginative Writing					
Writes to Express Personal Experiences & Imaginative Ideas					
Vocabulary: experiments with different vocabularies	Vocabulary: uses a variety of vocabularies	Vocabulary: uses a variety of vocabularies for specific purposes	☐☐☐	☐☐☐	☐☐☐
Organization/Style: writes stories that include well-structured paragraph development and character development; uses complex sentences appropriately	Organization/Style: writes well-constructed narratives with consistent characterization, time and place; uses sentence structures for specific purposes	Organization/Style: writes well-constructed narratives with well-developed characterization and setting; uses repertoire of sentence structures to enhance writing	☐☐☐	☐☐☐	☐☐☐
Form/Purpose: uses a variety of narrative forms to express own and other's ideas, feelings, experiences	Form/Purpose: begins to use literary conventions: mood, suspense and figurative language in narratives	Form/Purpose: uses the literary conventions with increased skill to write imaginative stores	☐☐☐	☐☐☐	☐☐☐
Planning uses lists, charts and webs to independently plan stories	Planning: researches details in conjunction with the plan	Planning: revises the plan based on the connected research	☐☐☐	☐☐☐	☐☐☐
Functional Writing					
Writes to Record and Investigate					
Vocabulary: uses a variety of functional vocabularies	Vocabulary: demonstrates some awareness of the appropriate use of registers	Vocabulary: uses appropriate registers for communicating	☐☐☐	☐☐☐	☐☐☐
Organization/Style: writes using paragraphs, critical thinking and easily accessible organizational style	Organization/Style: demonstrates some awareness of how content and style are adapted for the audience	Organization/Style: adapts the style and content to the needs of the audience	☐☐☐	☐☐☐	☐☐☐
Form/Purpose: writes functional pieces that are concise and well informed using appropriate formats skillfully	Form/Purpose: independently selects and uses appropriate formats to present information (letters, logs, reports, summaries, news)	Form/Purpose: demonstrates a repertoire of explanatory and expository forms to convey information	☐☐☐	☐☐☐	☐☐☐
Planning: uses diagrams, charts, webs to plan writing independently	Planning: plans using material from more than one source of information	Planning: routinely researches information as part of the planning process	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

	Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Conventions of Writing	**Conventions of Writing** Punctuation: beginning to use colons, semi-colons, apostrophes, abbreviations with some accuracy	Punctuation: frequently uses colons, semi-colons, apostrophes, abbreviations with increasing accuracy	Punctuation: uses colons, semi-colons, apostrophes, abbreviations accurately	☐☐☐	☐☐☐	☐☐☐
	Spelling: uses standard spelling for most words	Spelling: uses standard spelling for words used; spelling of terms from specialized subject areas becoming more accurate	Spelling: uses standard spelling for words used, including terms from specialized areas	☐☐☐	☐☐☐	☐☐☐
	Grammar: recognizes and demonstrates a beginning use of pronouns, conjunctions, clauses, phrases, tense	Grammar: shows an increasing understanding and use of pronouns, conjunctions, clauses, phrases, tense	Grammar: recognizes and uses pronouns, conjunctions, clauses, phrases, tense	☐☐☐	☐☐☐	☐☐☐
Revising/Editing	**Revises and Edits Written Work** Revises: re-reads to re-write with attention to ideas, structure, style, vocabulary, and expression, with support; begins to analyze written work independently	Revises: re-reads to re-write with increasing skill with attention to ideas, structure, style, vocabulary and expression, with support; analyzes written work independently using suggestions of others	Revises: independently re-reads to re-write, analyzes written work independently incorporating ideas of others	☐☐☐	☐☐☐	☐☐☐
	Edits: proofreads and edits using a variety of references; begins to revise and edit words, ideas and expression during draft writing	Edits: proofreads and edits using an increased bank of references; revises and edits words, ideas, and expression during draft writing with increasing skill	Edits: proofreads and edits independently using a variety of references; independently revises and edits words, ideas and expression during drafting	☐☐☐	☐☐☐	☐☐☐
	Publishes: prepares selected pieces of writing based on self selected criteria; articulates reasons for criteria and selection with support	Publishes: prepares, with increased independence, selected pieces of writing for publication; articulates reasons for selection	Publishes: independently prepares selected pieces of writing for publication; clearly articulates reasons for selection criteria	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

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APPENDIX F

READING INDICATORS

EARLY YEARS READING OUTCOMES

B = Beginning P = Partial F = Full

Beginning Acquisition	Partial Acqusition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Reads for Enjoyment					
Reads Regularly: enjoys listening to stories when suggested by an adult	Reads Regularly: occasionally asks an adult to read	Reads Regularly: frequently asks adult to read and chooses reading as a free choice activity	☐☐☐	☐☐☐	☐☐☐
Expresses Opinion: attends to songs, stories, and poems in small group settings	Expresses Opinion: participates in singing, re-telling stories, and poems when initiated by an adult	Expresses Opinion: imitates the behaviour of a reader by independently choosing songs, stories, poems, chants	☐☐☐	☐☐☐	☐☐☐
Reads for Information & Demonstrates Understanding					
Listens/Reads: responds to adult questioning (although the response may or may not be related to the question)	Listens/Reads: responds, on topic, to adult questions and has some awareness of other children's responses	Listens/Reads: responds to information read spontaneously and accurately without adult prompting	☐☐☐	☐☐☐	☐☐☐
Locates Information: is not yet aware that illustrations and/or print convey meaning or that reading serves a purpose	Locates information: begins to recognize that illustrations/ print convey meaning and is aware of one or two purposes for reading	Locates Information: recognizes that both illustrations and print convey meaning and that people read for many purposes	☐☐☐	☐☐☐	☐☐☐
Reads Aloud with Meaning and Expression					
Reads Aloud: re-tells few if any details of a familiar story	Reads Aloud: re-tells parts of a familiar text, but the storyline is disjointed	Reads Aloud: fluently re-tells familiar text as if actually reading	☐☐☐	☐☐☐	☐☐☐

Reads For Enjoyment

Information &Understanding

Reads Orally

Summary comments: _____

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Beginning Acquisition	Partial Acquisiton	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Finds & Uses Information for Personal Research					
Sources: freely explores and randomly utilizes resources in the classroom and beyond	Sources: seeks specific resources (books, tapes, pictures) to support personal learning in the classroom and beyond	Sources: purposefully utilizes recources in the classroom and beyond to enhance personal learning	☐☐☐	☐☐☐	☐☐☐
Uses Information: begins to demonstrate new learning through talk, occasionally participates in discussion related to areas of interest	Uses Information: demonstrates new learning using drawings, painting and/or oral reports and initiates discussion related to areas of interest	Uses Information: demonstrates new learning utilizing a variety of materials and resources available in the classroom and initiates and sustains discussion related to areas of interest	☐☐☐	☐☐☐	☐☐☐
Reads With Skill & Understanding					
Decodes: is unaware of letter/sound correspondence, does not yet read own name or environmental print	Decodes: demonstrates some awareness of initial/final sounds in words (usually consonants), beginning to read environmental print, recognizes own name	Decodes: demonstrates awareness of letter/sound correspondence and begins to be aware of some sound sequences, reads some environmental print, recognizes and prints own name	☐☐☐	☐☐☐	☐☐☐
Comprehends: does not yet connect past experiences and general knowledge to stories read, does not yet use picture clues to interpret the story	Comprehends: beginning to connect past experiences and general knowledge to stories read, makes some predictions about material being read, at times uses picture clues to interpret the story	Comprehends: readily connects past experiences and general knowledge to stories read, uses picture clues to interpret the story, predicts what may happen next	☐☐☐	☐☐☐	☐☐☐
Story Elements: may identify an event or central character but cannot re-tell the story	Story Elements: identifies some events/characters, but not necessarily in sequence	Story Elements: re-tells a familiar story in sequence including some events/characters	☐☐☐	☐☐☐	☐☐☐
Reads With Discrimination					
Bias: has not yet identified a favourite book or story	Bias: is beginning to develop a repertoire of favourite stories or poems	Bias: expresses preferences about reading material and returns to favourite stories or poems	☐☐☐	☐☐☐	☐☐☐
Conventions: has a literal, unquestioning understanding of texts	Conventions: occasionally asks questions, sometimes unrelated, about material being used	Conventions: poses questions about the material being read	☐☐☐	☐☐☐	☐☐☐

Personal Research

Skill & Understanding

Reads Critically

Summary Comments: _____

PRIMARY READING OUTCOMES

B = Beginning P = Partial F = Full

Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Reads for Enjoyment					
Reads Regularly: enjoys being read to, chooses to listen to a story being read aloud	Reads Regularly: becomes engaged in reading experiences, asks for stories to be read	Reads Regularly: frequently chooses to read to self and others during free time	☐☐☐	☐☐☐	☐☐☐
Expresses Opinion: responds to direct questions about material read	Expresses Opinion: freely provides a response to material read	Expresses Opinion: begins to express an opinion about material read in small group discussions	☐☐☐	☐☐☐	☐☐☐
Reads for Information & Demonstrates Understanding					
Listens/Reads: requires significant adult support to question for clarification, engage in and relate information	Listens/Reads: engages in discussion and explains information in own words when prompted by an adult	Listens/Reads: initiates discussion to clarify meaning and enhance ideas based on own experiences	☐☐☐	☐☐☐	☐☐☐
Locates Information: depends on picture clues to clarify meaning	Locates Information: uses picture clues to clarify meaning; sometimes uses text clues	Locates Information: uses pictures and text to clarify meaning	☐☐☐	☐☐☐	☐☐☐
Reads Aloud with Meaning and Expression					
Reads Aloud: reads aloud or fluently re-tells a story when material has a familiar format, pattern of language, etc.	Reads Aloud: is beginning to read familiar material aloud, with expression	Reads Aloud: reads familiar material aloud with appropriate intonation and expression	☐☐☐	☐☐☐	☐☐☐

Reads For Enjoyment

Information &Understanding

Reads Orally

Summary comments: _____

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Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Finds & Uses Information for Personal Research					
Sources: identifies a book by its title and author with significant teacher support, is aware of the purpose of the table of contents	Sources: locates words in a primary dictionary, locates books in the library using title or subject, uses a table of contents to find information	Sources: selects an appropriate reference book/source, dictionary, etc., independently use the table of contents in finding information	☐☐☐	☐☐☐	☐☐☐
Uses Information: with adult prompting, locates and uses reading or research material by asking for the book by title or subject	Uses Information: requests specific titles or subject topics for information for personal research	Uses Information: with limited assistance locates information specific to needs	☐☐☐	☐☐☐	☐☐☐
Reads With Skill & Understanding					
Decodes: with teacher direction: has sound/ symbol correspondence, has a limited sight vocabulary of functional and personal words	Decodes: with teacher direction: uses sound/ symbol association to decode new words, has a basic sight vocabulary of functional and personal words	Decodes: with teacher direction: uses a variety of strategies to decode	☐☐☐	☐☐☐	☐☐☐
Comprehends: predictions are based on personal experience rather than story context, may ask questions about material read	Comprehends: predictions based on story are context-bound, reasonable in scope, uses pictures and context to clarify meaning, may ask questions if meaning is unclear	Comprehends: predictions may go well beyond the story context, uses strategies for understanding	☐☐☐	☐☐☐	☐☐☐
Story Elements: re-tells a simple story, identifies main events and characters	Story Elements: recalls and re-tells some details of a story, identifies sequence of events in a story	Story Elements: recalls and re-tells a story, identifies main characters, ideas, time and place	☐☐☐	☐☐☐	☐☐☐
Reads With Discrimination					
Bias: demonstrates through discussion, a beginning awareness of personal and cultural differences as portrayed through literature	Bias: demonstrates through discussion, a growing awareness of personal and cultural differences as portrayed through literature	Bias: demonstrates through discussion an awareness and beginning understanding of personal, cultural, and social issues that are portrayed through literature	☐☐☐	☐☐☐	☐☐☐
Conventions: can distinguish between stories and poems and can distinguish between the styles of some familiar authors	Conventions: participates in class/group discussions about different kinds of genres and recognizes that authors have different styles	Conventions: understands and uses various genres in their personal reading and writing and can discuss differences among authors and illustrators in terms of their own preference	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

JUNIOR READING OUTCOMES

B = Beginning P = Partial F = Full

Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Reads for Enjoyment					
Reads Regularly: engages in reading during silent reading time and sometimes takes books home to read	Reads Regularly: often chooses to read for pleasure and will often choose books to read at home	Reads Regularly: regularly reads for pleasure and selects books to read at home	☐☐☐	☐☐☐	☐☐☐
Expresses Opinion: expresses opinion when prompted on material read based on group discussion	Expresses Opinion: beginning to develop and respond with own opinion to material read	Expresses Opinion: offers own opinion about material read	☐☐☐	☐☐☐	☐☐☐
Reads for Information & Demonstrates Understanding					
Listens/Reads: gathers information using only one source and demonstrates understanding through a teacher suggested/required activity	Listens/Reads: gathers information using one or two sources and demonstrates understanding through one or more teacher assigned activities	Listens/Reads: gathers information using one or two sources and demonstrates understanding by choosing from a number of teacher supplied options	☐☐☐	☐☐☐	☐☐☐
Locates Information: depends mostly on pictures and text to clarify meaning	Locates Information: uses some pictorial and text aids to clarify meaning: e.g. pictures, graphs, diagrams, maps, etc.	Locates Information: uses a variety of pictorial and text aids to clarify meaning: maps, graphs, diagrams, margin notes, chapter summaries, etc.	☐☐☐	☐☐☐	☐☐☐
Reads Aloud with Meaning and Expression					
Reads Aloud: reads familiar material aloud with expression and is beginning to read aloud some rehearsed text	Reads Aloud: reads familiar material and some rehearsed text aloud with expression	Reads Aloud: reads familiar and rehearsed text aloud with fluency and expression to emphasize meaning	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

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Beginning Acquisition	Partial Acquisiton	Full Acquisition	B P F	B P F	B P F
Finds & Uses Information for Personal Research					
Sources: with teacher direction and assistance uses library resources to locate books/information, uses a table of contents, index, headings and subtitles with assistance	Sources: with some teacher assistance, uses library resources to locate books/information, uses a table of contents, index, headings and subtitles with assistance	Sources: uses library resources independently e.g. automated catalogues, files, reference sections, CD-Roms, etc., independently uses a table of contents, index, headings and subtitles when appropriate	☐☐☐	☐☐☐	☐☐☐
Uses Information: with teacher support, finds and uses information related to a topic, from a range of reference sources	Uses Information: with limited teacher support, finds and uses information specific to his/her needs from a range of reference sources	Uses Information: independently finds and uses information specific to his/her needs, from a range of reference sources	☐☐☐	☐☐☐	☐☐☐
Reads With Skill & Understanding					
Decodes: has a repertoire of sight words; begins to use all the cueing system	Decodes: independently uses all the cueing systems to decode	Decodes: sustains and refines the decoding skills learned; can articulate strategies that help obtain meaning from print	☐☐☐	☐☐☐	☐☐☐
Comprehends: uses a variety of strategies to comprehend material	Comprehends: selects and uses a variety of strategies to comprehend material, beginning to make inferences and judgements	Comprehends: selects and sues the most appropriate strategy to gain understanding of material read, frequently makes inferences and judgments	☐☐☐	☐☐☐	☐☐☐
Story Elements: retells a story; relates parts of a story to own experiences; begins to identify plot, setting and characterization	Story Elements: identifies main and some supporting ideas, begins to draw conclusions	Story Elements: identifies main and all supporting ideas and details; draws conclusions supported by evidence	☐☐☐	☐☐☐	☐☐☐
Reads With Discrimination					
Bias: through teacher-led discussion, is able to identify personal, cultural and social issues in literature	Bias: through teacher-lead discussion is able to related to personal, social and cultural issues in literature	Bias: discusses with teacher and peers and reflects on the personal, social and cultural issues in literature	☐☐☐	☐☐☐	☐☐☐
Conventions: can distinguish between various genres and participates in teacher-led discussion about the point-of-view, attitude and arguments of familiar authors	Conventions: participates in class discussions about various genres and about attitudes, point-of-view, arguments of familiar authors and begins to read critically	Conventions: identifies and can discuss the main features of various genres and show a growing awareness of writer's attitudes viewpoints, arguments, appropriateness of language through their responses to literature	☐☐☐	☐☐☐	☐☐☐

Summary comments:_____

TRANSITION YEARS READING OUTCOMES

B = Beginning P = Partial F = Full

	Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Reads For Enjoyment	**Reads for Enjoyment**					
	Reads Regularly: chooses to read as a free choice activity and is beginning to choose to read as a leisure activity	Reads Regularly: frequently chooses to read as a free choice and leisure activity	Reads Regularly: regularly chooses to read as a leisure and free choice activity, building a personal library of favourite books	☐☐☐	☐☐☐	☐☐☐
	Expresses Opinion: asks general questions and expresses an opinion on material read	Expresses Opinion: asks probing questions and offers a considered opinion on material read	Expresses Opinion: poses thoughtful questions and initiates discussions about material read by expressing a considered opinion	☐☐☐	☐☐☐	☐☐☐
Information &Understanding	**Reads for Information & Demonstrates Understanding**					
	Listens/Reads: selects relevant information to carry out complex tasks with support from teacher	Listens/Reads: selects information and completes task with little teacher support	Listens/Reads: selects information independently and uses it to solve problems and to carry out complex tasks	☐☐☐	☐☐☐	☐☐☐
	Locates Information: uses some pragmatic cues independently in simple material	Locates Information: uses most pragmatic cues independently	Locates Information: uses most pragmatic cues independently in a wide variety of materials including textbooks, articles, manuals	☐☐☐	☐☐☐	☐☐☐
Reads Orally	**Reads Aloud with Meaning and Expression**					
	Reads Aloud: reads rehearsed material and some unrehearsed material aloud with confidence	Reads Aloud: reads rehearsed and some unrehearsed text aloud with fluency and expression	Reads Aloud: reads both rehearsed and unrehearsed material aloud with fluency and expression conveying understanding	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

_____

_____

	Beginning Acquisition	Partial Acquisition	Full Acquisition	Fall B P F	Winter B P F	Spring B P F
Personal Research	**Finds & Uses Information for Personal Research**					
	Sources: uses the full range of library and other resources to collect information	Sources: assists other students to utilize library and other resources	Sources: teaches other students to utilize library and other resources	☐☐☐	☐☐☐	☐☐☐
	Uses Information: begins to set purposes for research and may use information from only two sources to complete research	Uses Information: focuses research, with teacher assistance and uses a limited variety of strategies to complete research	Uses Information: independently focuses research using brainstorming, categorizing, focusing, library resources, skimming, jot notes interviewing to complete research	☐☐☐	☐☐☐	☐☐☐
Skill & Understanding	**Reads With Skill & Understanding**					
	Decodes: may need assistance in decoding subject specific vocabulary, beginning to use techniques of efficient reading	Decodes: uses a variety of decoding strategies with subject specific materials, applies a limited set of efficient reading techniques	Decodes: independently and confidently decodes new vocabulary in most materials, applies a full range of efficient reading techniques	☐☐☐	☐☐☐	☐☐☐
	Comprehends: begins to read more critically and comment on author's techniques	Comprehends: comprehension goes beyond literal interpretation of the text	Comprehends: begins to see connections in literature (intertextuality)			
	Story Elements: is aware of point of view, intended audience attitudes	Story Elements: expresses opinion about writer's point of view, audience, attitudes, etc.	Story Elements: supports opinion about writer's point of view, audience, attitudes, etc.	☐☐☐	☐☐☐	☐☐☐
Reads Critically	**Reads With Discrimination**					
	Bias: based on the material read, expresses a personal point of view or argument within the context of their own culture and experience	Bias: with teacher's assistance recognizes that writing contains social and cultural bias and expresses a personal opinion based on an awareness of the biases	Bias: recognizes that all writing contains social and cultural bias and expresses a personal opinion based on a growing understanding of these biases	☐☐☐	☐☐☐	☐☐☐
	Conventions: begins to compare features in various genres of literature (plot, character development, theme, etc.)	Conventions: with teacher input, compares features of various genres in literature	Conventions: independently in writing and discussion compares and contrasts features in various genres of literature	☐☐☐	☐☐☐	☐☐☐

Summary comments: _____

_____

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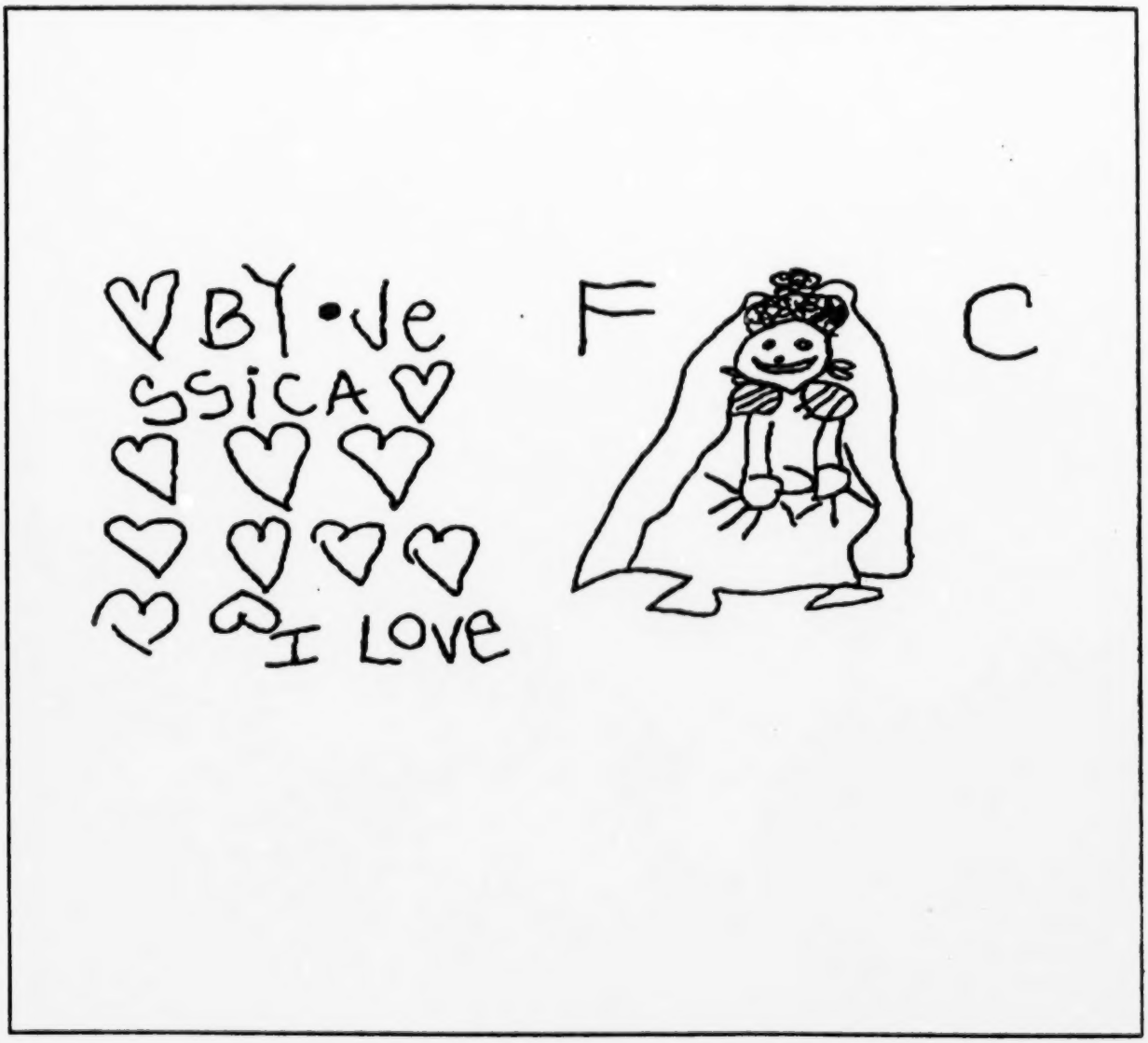
APPENDIX G

SAMPLE WRITING EXEMPLARS

Outcome Personal & Imaginative Writing

Level Early Years

Achievement Full Acquisition



Analysis

Vocabulary, Structure, Planning, Creativity

This Early Years writing sample is an example of a student who recognizes that her own writing conveys a message. She combines text with artwork and does not yet attend to the conventions of written work, breaking the word Jessica into two parts. She has created artwork to accompany her writing to add meaning to the text.

Outcome Personal & Imaginative Writing

Level Primary

Achievement Beginning Acquisition

Analysis

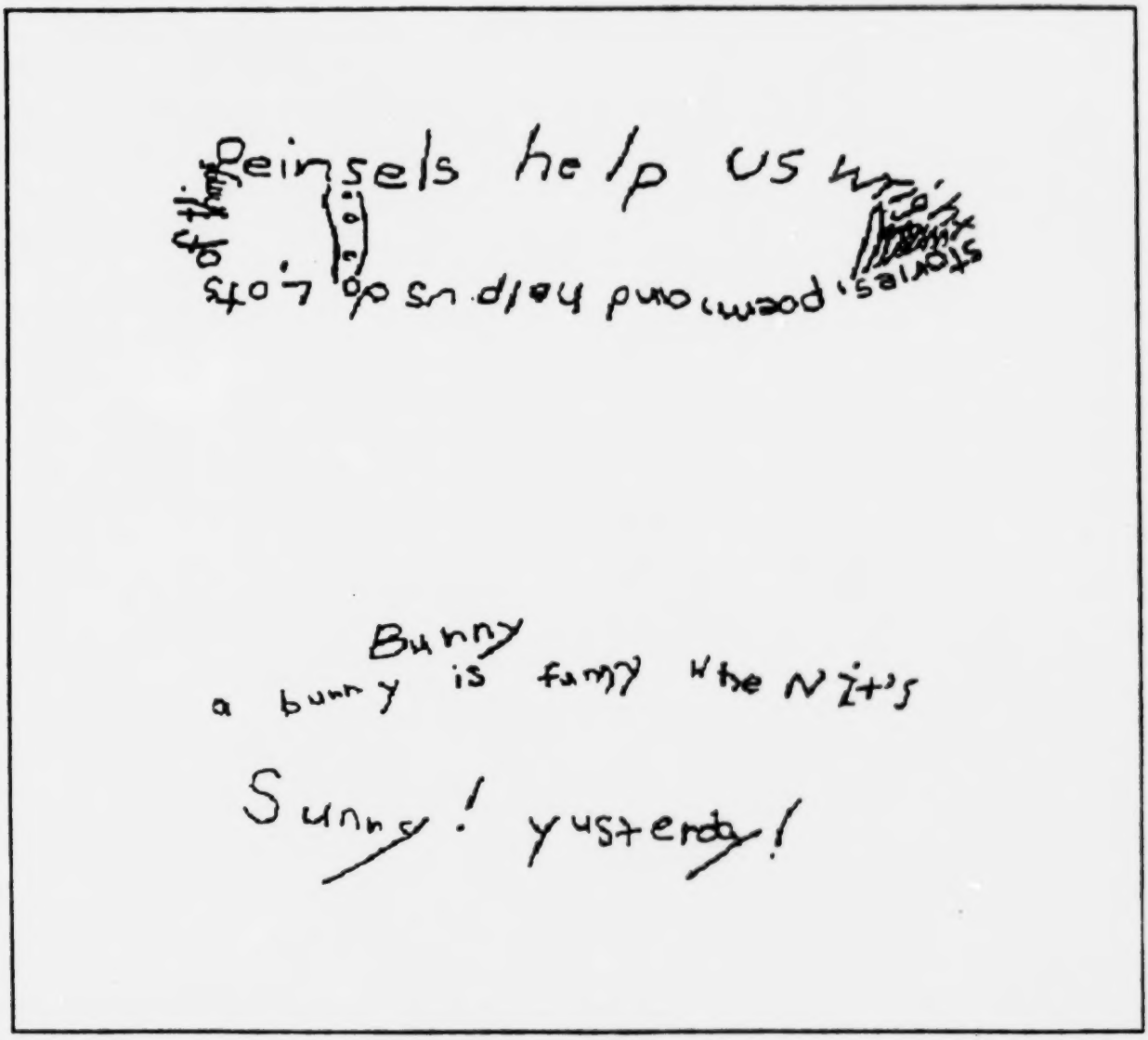
Vocabulary, Structure, Planning, Creativity

This is a sample of a spontaneous piece of writing, written in a conversational style. The student has illustrated her story to make it more meaningful. She is conveying her message using a simple sentence and vocabulary.

Outcome Personal & Imaginative Writing

Level Primary

Achievement Partial Acquisition



Analysis

Vocabulary, Structure, Planning, Creativity

This sample illustrates a creative writing format to convey information about the topic of pencils. It is an example of visual writing where the reader has to determine how to read the sample before being able to decode the message that has been written.

from Literacy through Whole Language

Outcome Personal & Imaginative Writing

Level Primary

Achievement Full Acquisition

Happiness is being at the front of the line Happiness is staying up late. Happiness is going to the circus. Happiness is doing art. Happiness is hitting a home run. Happiness is being the fastest person in the class. Happiness is a friend.

Happiness is a pet.

Happiness is just me by myself.

Analysis

Vocabulary, Structure, Planning, Creativity

This sample illustrates the student's ability to write a personal version of a familiar story pattern. His sentences are complex, creative responses to the task.

The student clearly demonstrates his understanding of the pattern he is using to model his own writing.

Outcome Personal & Imaginative Writing
Level Junior
Achievement Beginning Acquisition

The most embarrasing day in my life.

Was when I had to go to the bathroom at school. But the teacher did not let me go to the washroom. And I had to go really badly but she still didnt let me. She said it was almost ressece. But I had to go really really badly and I couldnt wait till ressece. And so at this point I was ready to pee in my pants. And I had started to moan and groan and the teacher was getting mad. So she said fine go to the washroom, But be back in one minute. So I ran as fast as I could. And I got there and when I was finished I got back to the class and it took me two minutes but the teache didnt care.

Analysis

Vocabulary, Structure, Planning, Creativity

The writer introduces her topic through the lead sentence of her story. She uses repetition for emphasis and incorporates phrases encountered in reading in her writing ("So at this point"). Many sentences in this personal piece of writing begin with common linking words and linking words are found in a number of the complex sentences used in the sample.

Outcome Personal & Imaginative Writing

Level Junior

Achievement Partial Acquisition

Daryl

I really miss Daryl, he was my best friend. If I had all the money I would take the train to London just to see Daryl. Like I said he's my best frind. we always played sports together, but since he moved I'm never going to see him again. me and him went girl watching at the science center all the time. We were partnes on every trip.

Analysis

Vocabulary, Structure, Planning, Creativity

This writing sample was written to convey a message to the reader. In this piece of expressive writing the writer is able to reflect his feelings and emotions. He incorporates phrases a patterns observed in reading and listening ("Like I said") and uses a conversational style that reflects his purpose and audience. He selects appropriate words and phrases in order to convey his mood. He is beginning to use linking words and phrases and a variety of sentence types, including compound and complex.

Outcome Personal & Imaginative Writing
Level Transition
Achievement Partial Acquisition

OUR TRIP TO ST. DONAT

Humans weren't made to get up before the sun. But we did anyway. The bus was full of tired, teenage travellers. Sad faces (and some very happy faces!) waved goodbye to their parents as the bus pulled out of the lot. The bus ride seemed to take forever to get there. Images and pictures of St. Donat flashed through our minds. The excitement began as soon as we entered Quebec. Our welcome was a huge snowfall! At the first sign of ski hills, we peed our pants(just kidding).

When we arrived, exhausted and hungry, the instructors were ready to direct us to our rooms. The next morning, we hit the slopes! Then came the moment of truth, could we actually SKI? (That's for us to know and you to figure out)

During our free time off the ski hill, Simi and I ventured out into the little town of St. Donat to mix and mingle. Ya right. In the post Office we had one of our most embarrassing moments. Our goal was to buy some stamps. Seems simple, doesn't it? Not in Quebec.

"Timb--ers seel voo play?"

The woman looked at us as if we were crazy. Sarah and I tried to hide behind each other.

"Would you like some stamps?" the woman said trying to hide a smile.

Bingo.

We'll never forget that moment. But apart from that, we had a ball. St. Donat was really fun and we all would gladly go back. These memories will be with us forever.

Analysis Vocabulary, Structure, Planning, Creativity
In this personal account of a school ski trip the writers share with the reader their emotions and experiences in an expressive, conversational format. The writers have used a variety of sentence structures which they have organized into paragraphs. They have enhanced their writing by incorporating descriptive phrases, figures of speech, adjectives and adverbs.

APPENDIX H

SAMPLE READING EXEMPLARS

READING EXEMPLARS - GRADES 4 - 6 SCRIPT

OUTCOME: READS FOR ENJOYMENT

INDICATOR	EXEMPLAR
Beginning	
- children sitting on cushions	Students in the beginning stages of reading for enjoyment use their free time to read and will ask for specific authors or topics
Partial	
- conferencing	Students are able to respond to questions and formulate their own opinions about the material they have read
- DEAR	Students are able to sustain their reading for an extended period of time and will choose books to take home and read.
Full	
- Gary & Ari reading poetry - discussion (Shawn)	Students who read for enjoyment seek out material by specific authors and favourite series or they ask for specific kinds of stories such as science fiction, humour, biography. They know what they like and readily share their discoveries in reading with their classmates.
- Reading Logs - Queenie reading at night	Students eagerly take books home or participate in sustained reading in school, when the opportunity is provided on a regular basis. They like to respond to the books that have been read through a variety of activities such as: character study, posters, letters, book talks. They enjoy sharing these with their classmates and teachers.
- Different Opinions	Students reflect on the materials they have read and freely offer their own opinions.

OUTCOME: READS FOR INFORMATION AND UNDERSTANDING

INDICATOR	EXEMPLAR
Beginning - classroom research centre	Students who are in the beginning stage of reading for information and understanding are able to read one source for information and carry out the related activity or activities required by the teacher.
Partial - drawing maps	As students progress in their ability to read for information and understanding, they are able to read more than one source for information and complete more complex activities related to the materials as required by the teacher.
Full - Mike Kent (rap kid) talks about how to find information - poster (overhead) - booklet - talk of video - dramatization - video and books	Students who are able to read for information and who can show their understanding are able to gather and consult a number of sources to obtain encyclopedias, graphs,information such as: books, maps, data bases, etc. They know how to extract the information they need by using tables of contents, indexes, menus, and card catalogues. Students have the ability to organize and internalize the information and can show their understanding in a variety of ways. They may present the information orally in the form of interviews, dramatizations or even raps. They may present it in written form with pictures, graphs, maps, in a booklet or as a display. They may present it visually using videos or overheads. Students will be able to respond to questions and will actively participate in discussions related to the material read.

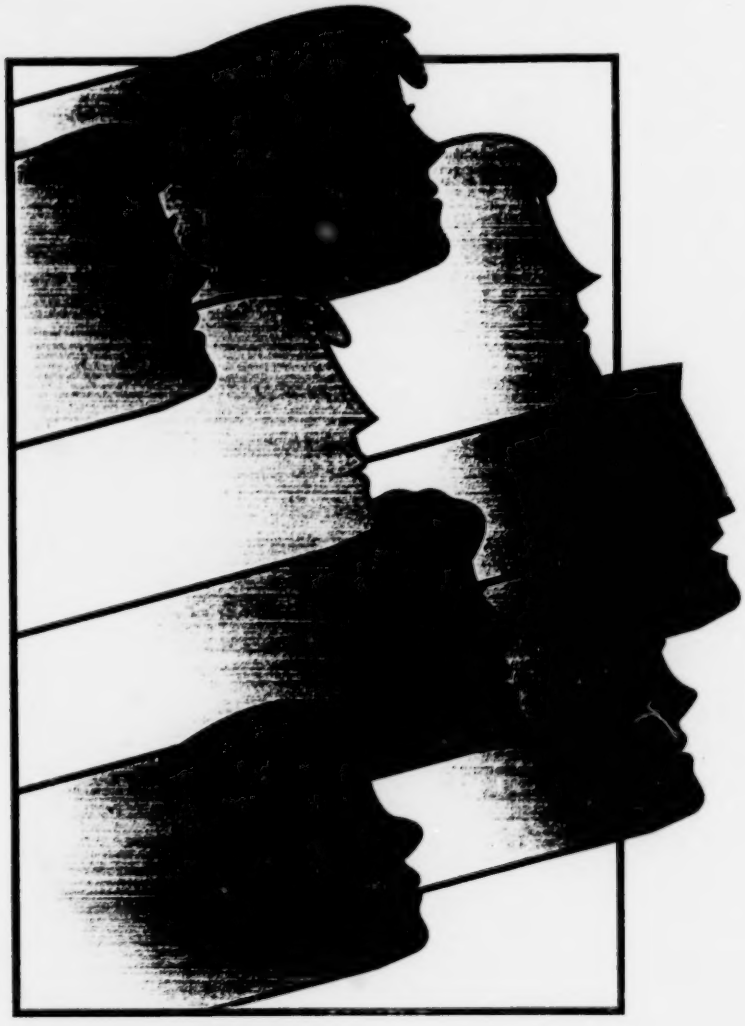
OUTCOME: READS ALOUD WITH MEANING AND EXPRESSION

INDICATOR	EXEMPLAR
Beginning	
- Winnie (audio)	Students are able to read familiar materials aloud with fluency and then with expression
Partial	
- Jordan, Marvin, Kenneth audio)	When they are faced with unfamiliar material, students have learned strategies to self-correct errors.
Full	
- picture of Steven (audio - kimono)	Students are moving toward fluency as they read aloud. When dealing with unfamiliar text they are able to scan the material, then read it aloud to convey the meaning. They will self-correct miscues in the process.
- Ashley (audio)	When dealing with familiar material which they have had an opportunity to rehearse, students are able to read the text aloud with fluency and deliberate expression to emphasize the meaning.

APPENDIX I

SPEAKING ENGAGEMENTS

PREPARING OUR



Children

FOR THE 21ST CENTURY

York Mills Family of Schools
Parent Conference - November 8, 1993

150

NORTH YORK
BOARD OF
EDUCATION

PREPARING OUR

Children

FOR THE 21ST CENTURY

WORKSHOPS (cont'd)

16 *Young Offender Crime*

Presenter: [illegible] - Detective, Street Crime Unit, Toronto Police
What is the impact of crime on the school environment? How can the street crime unit assist in the prevention and assist victims of crime?

17 *Gifted Education Across the Grades*

[illegible]
A closer look at the nature of the gifted child. What programming considerations are made within the three panels?

18 *Preparing Students for a Multi-cultural, Multi-racial Society*

[illegible] - Multi Race and Ethnic [illegible]
This workshop will look at Board policies and discuss parent responsibilities to enable their children to succeed.

19 *Helping Your Child Be Media Literate*

[illegible] - Media Studies Teacher, Y.M.C.I.
This session will heighten your awareness of the subtleties of the media today and suggest activities you can do with your children.

20 *Outcomes, Evaluation and Accountability*

Presenter: Roz Doctorow - Consultant, Research and Evaluation Services, N.Y.B.E.
How do teachers assess the skill level of their students? This session will demonstrate current practices.

21 *The Royal Commission on Learning: An Opportunity for Dialogue*

Presenter: Dr. Avis Glaze - Commissioner, Royal Commission on Learning
A forum for parents to discuss their views on the education system, both the positive aspects and the areas in which we can improve. (A single 2 hour session)

22 *Healthy Mind...Healthy Body*

Presenter: Daniele Domelle - Program Leader, N.Y.B.E.
An overview of the physical and health education program from K to OAC considering all related current issues. Time will be given for your questions.

23 *Looking Forward to a Career in Science or Medicine*

Presenter: Judy Libman - Academic Liaison Officer, Faculty of Pure and Applied Sciences, York University
There are a wide range of new specialized jobs in this area. An overview of possibilities and 'try them on' suggestions will be presented.

24 *Keys to Success for the Learning Disabled*

Presenter: Pat Hall - Special Needs Program Leader, N.Y.B.E.
What are the non-academic factors that enable learning disabled students to be successful?

25 *Peers, Parties and Parents*

Presenter: Don Smyth - Council on Drug Abuse
How may parents effectively support the changes in friendships which occur in the teenage years? Clear parental expectations can assist adolescent lifestyle choices.

[illegible] - Parent Council Member and Representative from each

York Mills CI	Mary Rosset	[illegible]
St. Andrews JHS	Debbie Robertson	226-4814
Windfields JHS	Gail Kaufman	[illegible]
Denlow ES	Brian Simms	[illegible]
Dunlace ES	Wendy Mudd	[illegible]
Harrison ES	Julie Szabados	[illegible]
Owen ES	Liz Jenkins	[illegible]
Rippleton ES	Maggie Engel	[illegible]

Trustee - Gerri Gershon [illegible]

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International Conference on Evaluation (I.C.E.):

Assessing for Our Children's Future

November 10, 11, 12, 1993
The Sheraton Centre, Downtown Toronto

Sponsored by

THE LEARNING CONSORTIUM

THE LEARNING CONSORTIUM

Durham
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Faculty of Education
University of Toronto

The Ontario Institute
for Studies in
Education

ETHNE CULLEN
Coordinator

October 25, 1993

Roz Doctorow
North York Board of Education
5050 Yonge Street
North York ON M2N 5N8

Dear Roz Doctorow:

The I.C.E. Conference is almost upon us. I waited as long as possible to write to you in order to give you an up-to-date number for your session. Your session, which is on Wednesday November 10th, from 10:00 am - 3:00 pm, has 28 registrants as of October 21st. As registrations are still being received, this number will probably increase before the conference. Please bring enough handout material to allow for additional numbers. The participants include classroom teachers, administrators as well as central office persons and others.

When you arrive at the Sheraton Centre, please check in at the registration desk. We will provide you with your conference materials which will include room locations. You will also be contacted by a facilitator who will direct you to your room and attend to any last minute details. A hospitality suite will be available for use by presenters during the day.

Lunch will be provided on November 10th. You are welcome to attend the plenary sessions on that day as well. The Learning Consortium will reimburse you for parking expenses. Please save receipts and submit them to: Ethne Cullen, Learning Consortium, Faculty of Education, University of Toronto, 371 Bloor Street West, Toronto, Ontario M5S 2R7.

Last, but not least, if you have not indicated your audiovisual requirements as yet, please fax these as soon as possible. My fax number is (905) 648-9386; phone number is (905) 648-0071.

this Lunch

Sincerely,

Dean Fink

12:00 - 1:00.

Dean Fink
Conference Chair

35 - eclectic grp.

371 Bloor Street West
Toronto, Ontario M5S 2R7
(416) 978-6812
(416) 978-2078
FAX (416) 978-6775

PC11 Tracking Student Outcomes.....Anne Gibson, Roz Doctorow, Flick Douglas

This session will highlight the development and assessment of Student Outcomes in Literacy and Mathematics in the North York Board of Education. A dynamic interactive software program that assists teachers to track student outcomes, group students for instruction, record anecdotal observations and maintain data for each student will be presented. This session will focus on the concept that assessment and evaluation are the key to improving student achievement and enhancing student success.

Anne Gibson is a Superintendent, North York Board of Education, Ontario
Roz Doctorow is a Consultant, North York Board of Education, Ontario
Flick Douglas is a Consultant, North York Board of Education, Ontario

PC12 Toronto Board of Education Benchmarks Program
...Sylvia Larter, Marilyn Sullivan, Ken Hanson, Peter Billingsley, Susan Daly

The Toronto Benchmarks are samples of student performances on a wide range of language and mathematics tasks. These Benchmarks are not tests. They provide information, in print and on video, to give a framework within which teachers can reflect on classroom programming, evaluate students and report to parents. This session will overview the philosophy and methods of the Toronto Benchmark Program.

Sylvia Larter has been a Research Officer with the Benchmark Program since its initiation six years ago. She was a 12-year member of the Research Department of the Toronto Board of Education.

Marilyn Sullivan is the Superintendent of Curriculum with the Toronto Board of Education responsible for the Benchmark Program as well as evaluation policies and practices within the Board.

Ken Hanson is a secondary school vice-principal with a wide experience in curriculum and assessment.

Peter Billingsley has been a member of the Benchmark Team since the initiation of Benchmarks six years ago. Within the Language Study Centre, he has served as a Language Arts Consultant K-12.

Susan Daly is currently at Whitney Public School. She was a member of the Benchmark Advisory Committee and has been involved, with school staff in reporting the implementation of Benchmarks information to parents.

International Reading Association 111

Association Internationale pour la Lecture
Asociación Internacional de Lectura

800 Barksdale Road, PO Box 8139
Newark, Delaware 19714-8139, USA

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January 1994

Dear Program Participant:

We are pleased that you will be able to participate in the 39th Annual Convention of the International Reading Association which will be held in Toronto, Ontario, May 8-13, 1994.

A copy of the preliminary program is being sent to all IRA members directly from the printer. If you are not an IRA member and would like a copy of the preliminary program, please return the enclosed postal card.

If you accepted your assignment or sent revisions to your program entry after October 1, your name or the revisions may not appear in the preliminary program. However, the information will be listed in the final program which will be distributed in Toronto. All information received by December 1 will appear in the final program.

Housing and preregistration forms are included in the preliminary program. Program participants are expected to register for the convention and pay the regular fees.

Enclosed is an audiovisual order form for your use. IRA will provide one overhead projector and screen in each meeting room. If your presentation requires any special equipment, you will be responsible for ordering and paying for the equipment.

Also enclosed is an important letter regarding Canada Customs. Please read the letter and please carry the letter with you to Toronto.

We sincerely appreciate your interest and consideration and look forward to seeing you in Toronto.

Sincerely,

Carol DeSantis
Program Coordinator

Enclosures (4)

1997C

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session will focus on preplanning, procedure, and follow-up.

ROYAL YORK, NOVA SCOTIA

Special Institutes and Seminars Intended for all conferees. *Chairing:* Mary Jett-Simpson, Chair, Special Institutes and Seminars Subcommittee, Milwaukee, Wisconsin; *Presenter:* Judith Irvin, Florida State University, Tallahassee This session will be an open discussion for those interested in learning more about special institutes and seminars.

Wednesday, May 11 - 9:00-10:00 a.m.

FEATURED AUTHOR

METRO TORONTO CONVENTION CENTRE, 106

Confessions of an Enthusiast: On Reading, Writing, and Loving Picture Books

Chairing: To Be Announced

Speaker: Joan Blos, Simon & Schuster, New York, New York

Books include *A Gathering of Days: A New England Girl's Journal; A Seed, A Flower, A Minute, An Hour;* and *One Very Best Valentine*

Joan Blos

Wednesday, May 11 - 9:00-10:00 a.m.

FEATURED AUTHOR

METRO TORONTO CONVENTION CENTRE, 104 A/B

The Picture Book Journey

Chairing: To Be Announced

Speaker: Jane Dyer, Little, Brown and Company, Boston, Massachusetts

Books include *My Father, The Snow Speaks,* and *Talking Like the Rain*

Jane Dyer

Wednesday, May 11 - 9:00-10:00 a.m.

FEATURED AUTHOR

METRO TORONTO CONVENTION CENTRE, 105

Chairing: To Be Announced

Speaker: Megan McDonald, Orchard Books, New York, New York

Books include *Is This a House for Hermit Crab?, The Bridge to Nowhere,* and *The Potato Man*

Megan McDonald

Wednesday, May 11 - 9:00-10:00 a.m.

ONTARIO SESSION

ONTARIO SESSION 8

METRO TORONTO CONVENTION CENTRE, 201 D/C

TVOntario *Chairing:* To Be Announced; *Speakers:* Jennifer Harvey, Ian Ritchie, Mathica's Mathshop; Bill Nimigon, North York Board of Education

Wednesday, May 11 - 9:00-10:00 a.m.

SESSIONS

SESSION 64A

ROYAL YORK, TUDOR 7/8/9

Guy Bond Strand *Second in a series of three sessions paying tribute to Guy Bond. (See Sessions 42 and 98A.)*

Assessment: Understanding and Cherishing the Differences Among Our Students *Chairing:* To Be Announced; *Speaker:* Leo Fay, Past President, International Reading Association

SESSION 65

METRO TORONTO CONVENTION CENTRE, 201 B/A

Implementing Student Outcomes in Literacy as a Basis for Setting Standards Intended for classroom teachers, administrators, consultants, researchers, and teacher trainers, grades K-12. *Chairing:* To Be Announced; *Speakers:* Anne I. Gibson, Flick Douglas, Roslyn Doctorow, North York Board of Eduation, Ontario

SESSION 66

METRO TORONTO CONVENTION CENTRE, 201 F/E

Creating Families of Readers: Three Programs That Connect Children, Parents, and Books Intended for Chapter 1 personnel, parent skills coordinators, and early childhood teachers, grades K-4. *Chairing:* Elizabeth Segel, University of Pittsburgh, Pennsylvania

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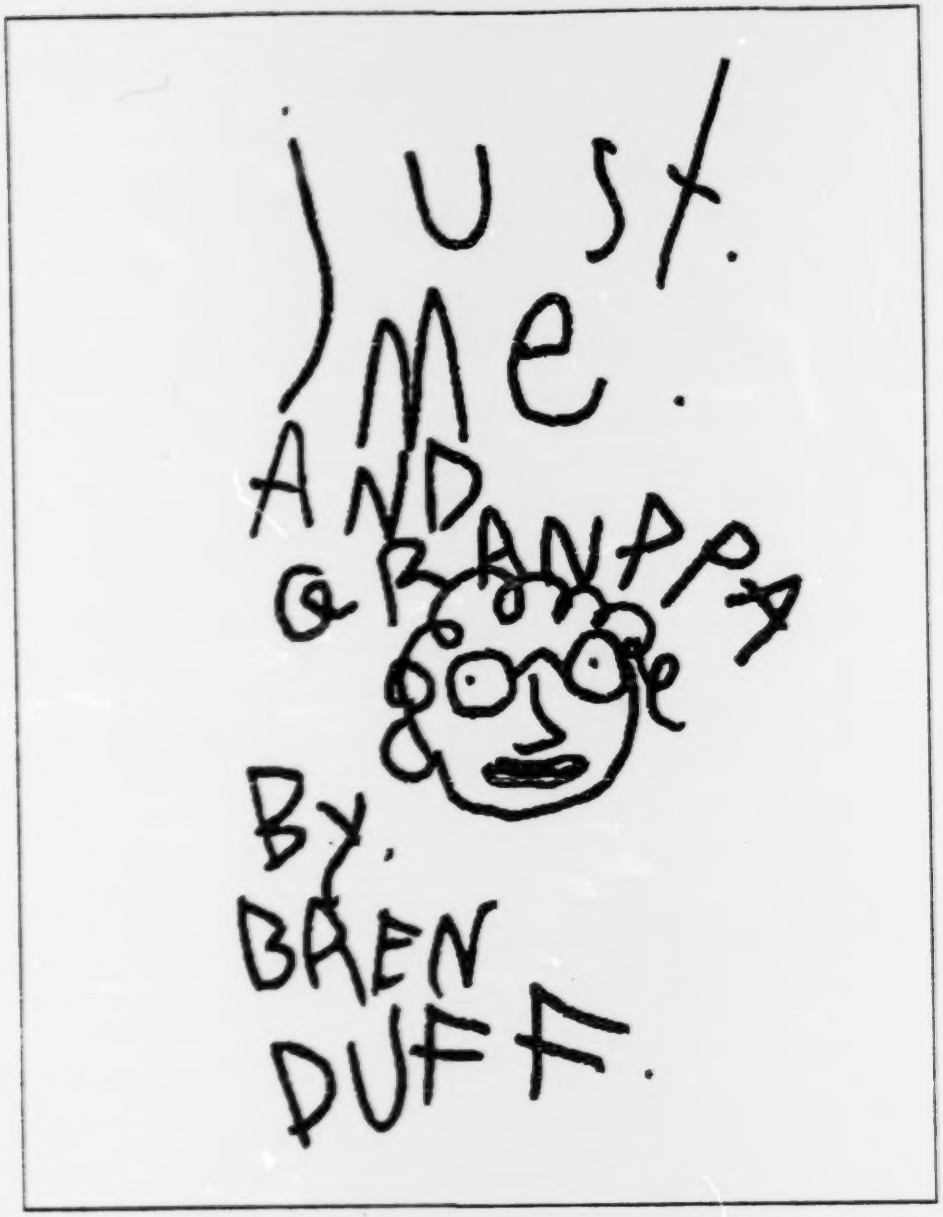
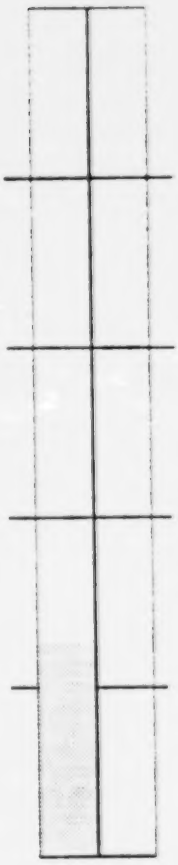
APPENDIX J

REVISED EXEMPLAR FORMAT

(sample)

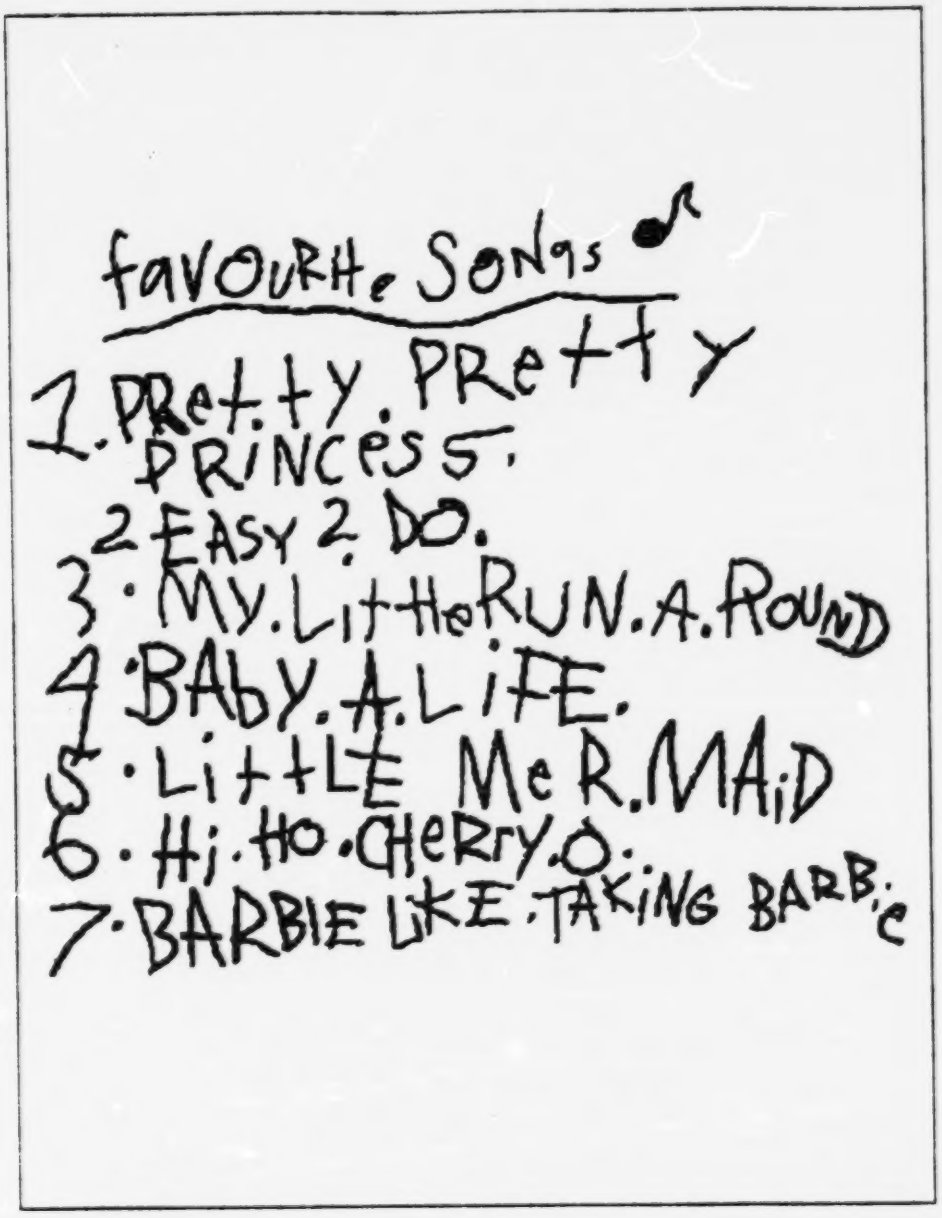


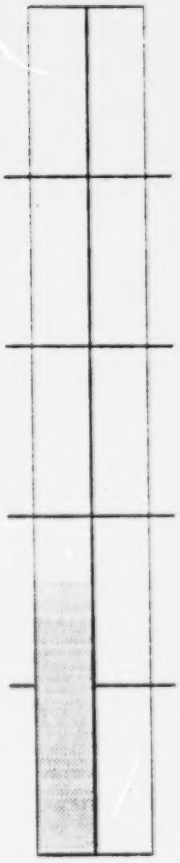


COMPOSING

With simple sentences and vocabulary, this primary student has written a story about her day with her grandpa. This writing is **conversational** and is an example of a **spontaneous** piece of work.

Page 1 of 3





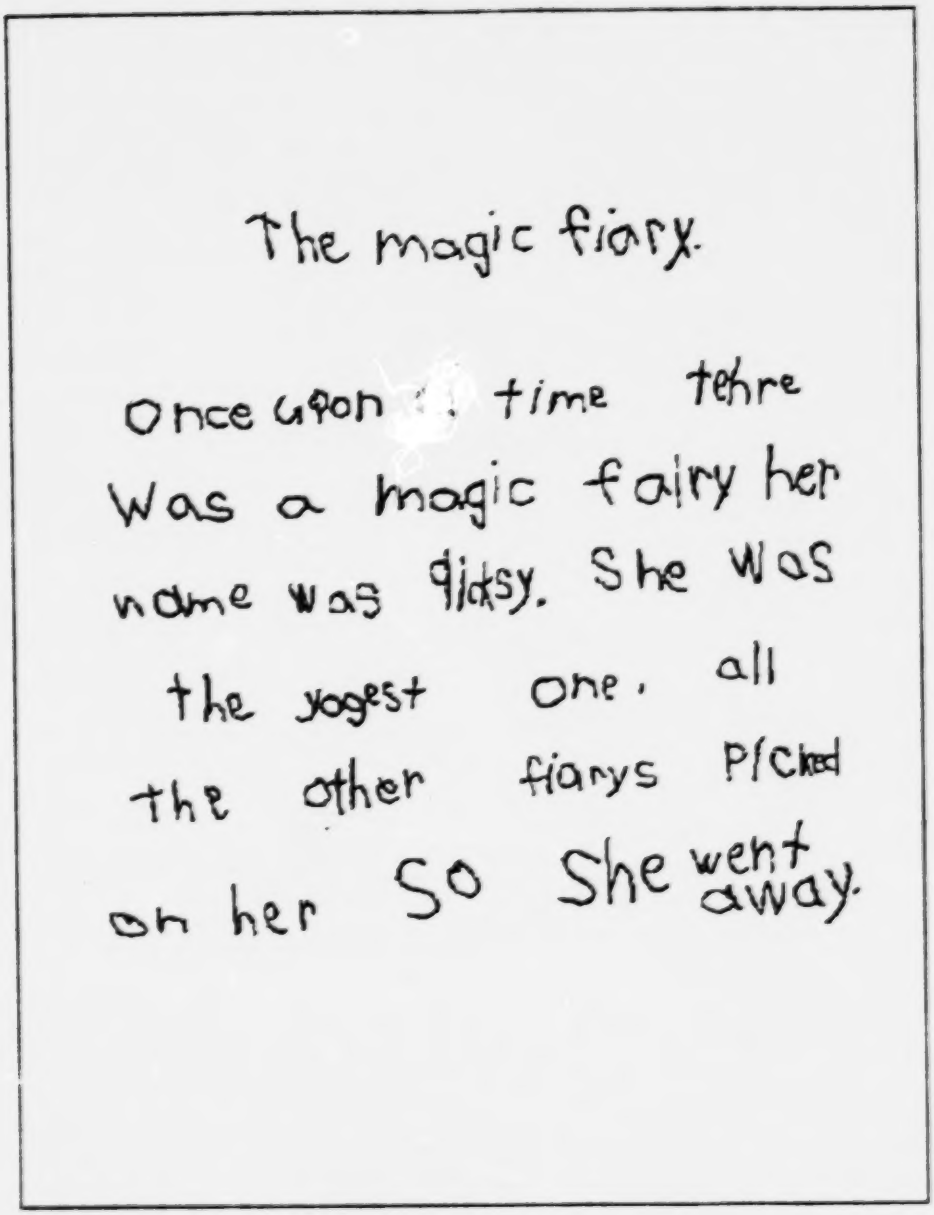
COMPOSING

This list of favourite songs is a demonstration of this student's understanding of the **list format.** She was able to **identify, number, and record in sequence** the titles of a number of her favourite songs.

COMPOSING

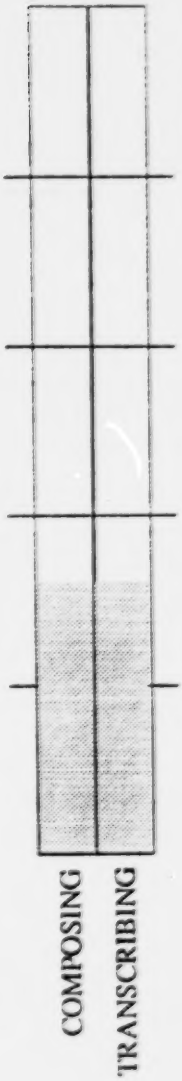
TRANSCRIBING

COMPOSING
The illustrated list of items demonstrates the student's ability to record, in a **list format**, a number of items of importance to her. Each item is listed and **illustrated separately**.



The magic fiary.

Once upon a time tehre
Was a magic fairy her
name was Gidsy. She Was
the yogest one. all
the other fiarys P/Cked
on her So She went
away.



COMPOSING

The fairy tale is the model for this short, imaginative story. This primary student has written a story with a **logical story structure**, beginning with once upon a time and ending with a **dramatic conclusion**. The **plot** of the story is a familiar one that many children would relate to.

TRANSCRIBING

This primary student is beginning to demonstrate her knowledge of **sentence structure** by beginning some sentences with **capitals** and ending some of them with **periods**. This is demonstrated inconsistently througout the story. **Conventional spelling** is used for most familiar words and easily decipherable **approximated spelling** has been used for unknown words ("fiary" for "fairy", "tehre" for "there).

Holidays: Hoildays, Holidays

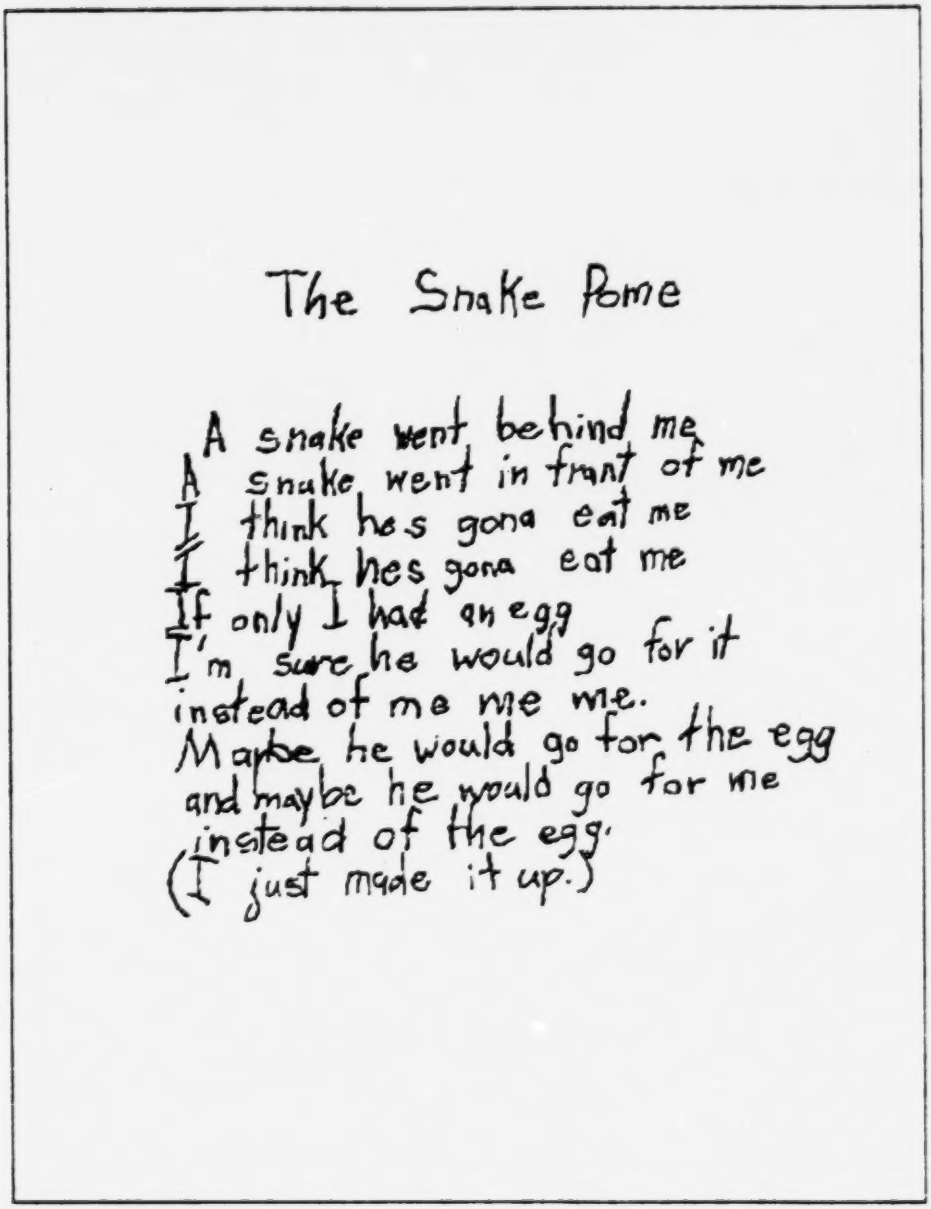
Lang holidays
Short holidays
Big fat loud holidays
Little skinny quiet holidays
Those are just a few.
Thankful holidays
Giving holidays
Great big happy holidays
Tinyly small sad holidays
Crying holidays too.
Old holidays
New holidays
Don't forget mid holidays
Last of all, best of all
I like chankuh.

COMPOSING

Based on a model of a familiar poem, this primary student demonstrates her ability to create a poem using a **known pattern**. Her use of **adjectives** to describe "holidays" adds creativity to the text and demonstrates the student's understanding of how to paint a picture with words. The **illustration** is added to enhance the writer's message

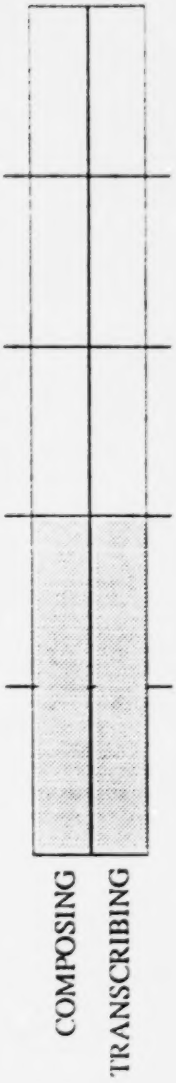
TRANSCRIBING

The format of the poem follows the conventions of familiar children's poems. Every line begins with a **capital** and each complete thought is ended with a **period. Spelling** is generally correct, although the title contains **transposed letters** ("hoildays"). The writer makes good use of **adjectives** to bring meaning to her poem.



The Snake Pome

A snake went behind me
A snake went in frant of me
I think hes gona eat me
I think hes gona eat me
If only I had an egg
I'm sure he would go for it
instead of me me me.
Maybe he would go for the egg
and maybe he would go for me
instead of the egg.
(I just made it up.)



COMPOSING

This late primary child demonstrates his ability to follow a **familiar poem format** and create his own poetry using **repetition of words** and ideas to create the images he is developing. The poem follows a **logical sequence and format.**

TRANSCRIBING

Capital letters and **periods** are used appropriately in most cases in this sample of late primary poetry writing. The student uses **standard spelling** for most familiar words and **transitional spelling** is used for unknown words ("gona" for "going to", "frant" for "front"). The use of the **apostrophe** for **contractions** is used inconsistently.

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APPENDIX K

HOLISTIC SCORING SCALES

GRADE 3 HOLISTIC WRITING LEVELS OF PERFORMANCE SCALE

LEVEL 6 GRADE 3 SUPERIOR WRITING

The writing consistently demonstrates superiority in terms of skill and originality.

Possible Characteristics

- writing is revised independently after reflecting on self, peer and teacher assessment to improve writing
- stories and information are developed around a cohesive storyline; more complex organizational strategies are beginning to be developed (e.g. chapter and "volumes"); a variety of types of sentences and unusual words are tried out with enthusiasm and imagination
- uses charts and webs to plan writing with teacher assistance
- information is recorded in a neat, flowing legible cursive script
- an expanding repertoire of vocabulary is used with most words spelled correctly in the final copy and with increasing accuracy in the approximations of less commonly used words

LEVEL 5 GRADE 3 PROFICIENT WRITING

The writing shows increased clarity in the communication of ideas, feelings and information.

Possible Characteristics

- all phases of the writing process are engaged in, including basic revision with attempts to edit spelling and punctuation
- informational writing is organized around a logical sequence of events; a variety of sentences, structures and patterns are used; paragraphing in written narratives is used to indicate changes in setting, time or character; writing contains increasingly explicit details
- performs written tasks with increasing proficiency in cursive script
- control of basic punctuation is demonstrated, experimentation and over-generalization is evident
- most high frequency words are spelled correctly on final copy, approximations are used for less commonly used words

LEVEL 4 GRADE 3 COMPETENT WRITING

The writing shows confidence. Involvement and skill in the communication of ideas, feelings, and information is demonstrated.

Possible Characteristics

- basic revision and editing is attempted, using available resources
- writing is based on familiar stories, poems and personal events, stories are written in the correct order of events, using simple sentences and linking words
- pictures, lists and storytelling are used to plan writing
- produces controlled cursive writing when required
- capital letters and periods are used accurately; high frequency words are spelled with increased accuracy; unfamiliar words are spelled using reasonable sound-symbol approximations

LEVEL 3 GRADE 3 ADEQUATE WRITING

The writing is produced in a variety of forms. Personal pride is taken in sharing experiences and ideas with others.

Possible Characteristics

- some revision/editing (mainly conventions) is done based on feedback from teacher and peers
- writing is patterned after predictable stories/poems or personal events, written in simple sequence or chronological order
- uses pictures, lists and storytelling to plan writing with teacher assistance
- uses both manuscript and cursive writing when required, but prefers to use manuscript, cursive writing is becoming more controlled
- uses capital letters, periods, question marks, exclamation marks with increasing accuracy, demonstrates beginning control of standard spelling of frequently used words

LEVEL 2 GRADE 3 LIMITED WRITING

Writing is produced to recount personal experiences. Narratives are conversational.

Possible Characteristics

- makes few revisions, beginning to proofread/edit work, primarily for capitals periods with teacher direction
- narratives are conversational, writing shows awareness of beginning, middle, end
- uses pictures and ideas of others to plan writing
- uses standard manuscript print, recognies and practices cursive script
- uses capital letters, periods, question marks, exclamation marks with increasing accuracy, uses initial, middle and final consosnats to represent words, uses vowels as place holders, sometimes incorrectly, uses easily decipherable approximated spelling

LEVEL 1 GRADE 3 DEPENDENT WRITING

Writing is spontaneous.

Possible Characteristics

- the initial draft is the final version
- writing is telegraphic and representational, with simple vocabulary used to write ideas
- an awareness of beginning and end is demonstrated; sentences patterns and models are used
- uses random letters, initial and final consonants to represent words, uses correct letter choices for some words, experiments with punctuation
- an understanding of directionality and basic features of print, including upper and lower case letters of the alphabet are demonstrated

GRADE 5 HOLISTIC WRITING LEVELS OF PERFORMANCE SCALE

LEVEL 6 GRADE 5 SUPERIOR WRITING
The writing demonstrates control of the conventions of writing using a repertoire of narrative forms.

Possible Characteristics
- often rereads to rewrite with assistance, using all available resources and references for revision and editing
- well structured stories, with paragraphing, character development, complex sentences are created using a repertoire of narrative forms to express own and other's feelings, experiences and imaginative ideas
- charts and webs are used independently to plan stories
- legible script is used efficiently
- accurate use of periods, commas, exclamation, question and quotation marks, standard spelling for words including terms from specialized subject areas, use of conjunction, clauses and phrases

LEVEL 5 GRADE 5 PROFICIENT WRITING
Proficiency in writing is used in a variety of narrative forms

Possible Characteristics
- beginning to revise and edit during drafting for accuracy
- stories include some paragraphing a nd character development with the beginning use of complex sentences; a variety of narrative forms (story, drama, poetry) is used to express personal experiences and imaginative ideas
- charts and webs are used to plan stories with little assistance
- standard cursive or manuscript are used as needed, used script of choice
- sentences are punctuated accurately; standard spelling is used for a large bank of words; nouns pronouns, verbs, adjectives, adverbs are used with skill and understanding

LEVEL 4 GRADE 5 COMPETENT WRITING
The writing demonstrates a coherent story line aroung a basic plot

Possible Characteristics
- writing is revised and edited independently after reflecting on self, peer and teacher assessment to improve work
- uses simple narrative forms to express experiences and imaginative ideas; a clear coherent story line is developed with supporting details, using a variety of sentence structures
- developing a personal style of cursive writing
- consistently and accurately uses basic punctuation; uses standard spelling with increasing accuracy; regulary uses nouns, pronouns, verbs and ajectives correctly

LEVEL 3 GRADE 5 ADEQUATE WRITING
Basic story and poetry structures are used to express personal feelings and experiences

Possible Characteristics
- writing is revised and edited independently after conferencing with teacher and peers
- a coherent story line is developed around a basic plot using different sentence types; basic story and poem structures are used to express personal feelings/experiences
- performs written tasks with increasing proficiency in cursive script
- demonstrates control of capital letters and basic punctuation; uses standard spelling for commonly used words and close approximations for less familiar words; correctly uses nouns and verbs

LEVEL 2 GRADE 5 LIMITED WRITING
The writing is based on familiar stories, poems and personal events

Possible Characteristics
- some revisions and editing are made based on feedback from conferences with teacher and peers
- uses simple sentences to combine the basic elements of a story, writing is based on familiar stories poems and personal events
- uses pictures/lists storytelling to plan writing
- prefers to use manuscript, uses cursive script when requested
- capital letters, periods, questions and exclamation marks are used with increasing accuracy; beginning control of standard spelling of frequently used words; uses nouns and verbs correctly

LEVEL 1 GRADE 5 DEPENDENT WRITING
The work is usually created for the writer who writes patterned stories/poems or personal events.

Possible Characteristics
- revisions/edits are generally for conventions and are completed with teacher assistance
- writes events using simple sequence or chronological order using complete thoughts; writing is patterned after predictable stories/poems or personal events
- uses pictures/lists/storytelling to plan writing with teacher assistance
- manuscript print features appropriate upper and lower case letters
- experiments with capital letters, periods, question and exclamation marks; spells simple words and uses initial, middle, and final consonants to represent words; demonstrates a limited awareness of nouns, verbs, adjectives

GRADE 7 HOLISTIC WRITING LEVELS OF PERFORMANCE SCALE

LEVEL 6 GRADE 7 SUPERIOR WRITING

The writing demonstrates a skilful and independent ability to create well-constructed pieces of writing for a variety of purposes.

Possible Characteristics

- revises and edits for accuracy during drafting, independently proofreads/edits writing using all available resources and references
- narratives are well-constructed with well-developed characterization and setting, the literary conventions are used with increased skill to write imaginative stories
- revises plan based on connected research, uses a variety of vocabularies for specific purposes
- demonstrates skilful control of punctuation, including colons, semi-colons, apostrophes, abbreviation; demonstrates understanding and control of word spelling (regular and irregular); shows skilful control and understanding of grammatical structures

LEVEL 5 GRADE 7 PROFICIENT WRITING

Proficiency in writing for different purposes is demonstrated. Writing is valued for learning and enjoyment.

Possible Characteristics

- often uses the suggestions of others to add detail and delete unnecessary detail, often rereads to rewrite with assistance
- writes well constructed narratives with consistent characterization, time and place; uses sentence structure for specific purposes; begins to use literary conventions of mood, suspense and figurative language
- researches detail in conjunction with planning
- uses colons, semi-colons, apostrophes, abbreviations accurately; uses standard spelling for words used, including terms from specialized areas; recognizes and uses pronouns, conjunctions clauses, phrases, tense

LEVEL 4 GRADE 7 COMPETENT WRITING

The work shows clarity and independence in planning and creation.

Possible Characteristics

- the writing is planned, suggestions of others are beginning to be used to add detail and delete unnecessary detail, beginning to reread to rewrite with assistance
- stories are well-structured, using paragraphing and character development; uses a variety of narrative forms to express own and other's ideas, feelings, experiences
- lists, charts, and webs are used to independently plan stories
- frequently uses colons, semi-colons, apostrophes, abbreviations with increasing accuracy; standard spelling and grammatical structures are used with increasing accuracy

LEVEL 3 GRADE 7 ADEQUATE WRITING

The work uses a variety of forms of narration including: story, drama, and poetry to express personal ideas/experiences.

Possible Characteristics

- writing is independently revised/edited after reflecting on self, peer and teacher assessment to improve work
- stories include some paragraphing and character development using complex sentences; uses a variety of narrative forms (story, drama, poetry) to express personal experiences & imaginative ideas
- uses lists, charts and webs to plan stories with little teacher assistance
- punctuates sentences accurately including the use of commas and quotation marks; uses standard spelling for a large bank of words; udemonstrates a beginning use of conjunctions, clauses, phrases, tense

LEVEL 2 GRADE 7 LIMITED WRITING

The writing uses a clear, coherent story line with supporting details

Possible Characteristics

- writing is revised/edited independently after conferencing with teachers and peers
- writing contains a variety of sentence structures; simple narrative forms are used to express experiences and imaginative ideas
- lists, charts and webs are used, with some teacher assistance, to plan stories
- increasing control of basic punctuation, experiments with commas and quotation marks; standard spelling is used for commonly used and less familiar words, nouns, pronouns, verbs, adjectives, and adverbs are frequently used correctly

LEVEL 1 GRADE 7 DEPENDENT WRITING

The basic story structure is used to write imaginative stories

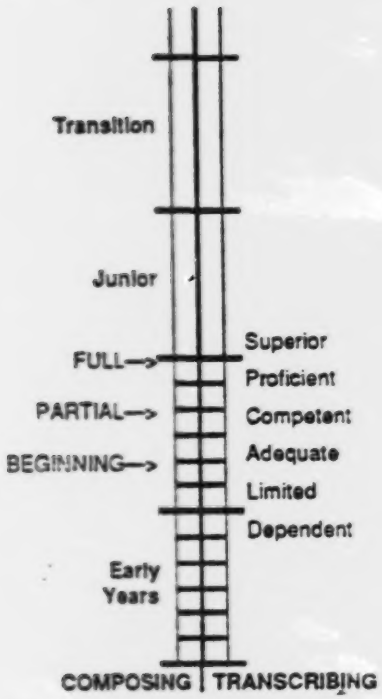
Possible Characteristics

- some revisions/editing is done based on feedback from teacher and peers
- develops a coherent story line using different sentence types and the basic story structure to write imaginative stories
- uses lists, charts and webs to plan stories with teacher input
- inconsistent use of basic punctuation; demonstrates beginning control of standard spelling of frequently used words, shows a limited understanding and inconsistent use of grammatical structures

APPENDIX L

SCORING SCALES

GRAPH



Early Years to Specialization Years

On the upper corner of each page is a variation on the above graphic. A grey bar aligned with "Full", "Partial", or "Beginning" on the left of the column indicate the level of performance demonstrated by the exemplar for both composing and transcribing.

The terms "Superior" ... "Dependent" on the right of the column reference Ministry of Education levels (See Section II).

APPENDIX M

STUDENT WRITING EXEMPLARS BOOKLET

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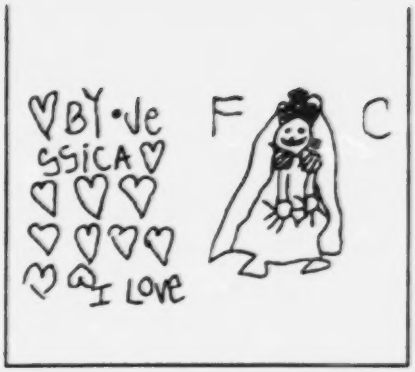
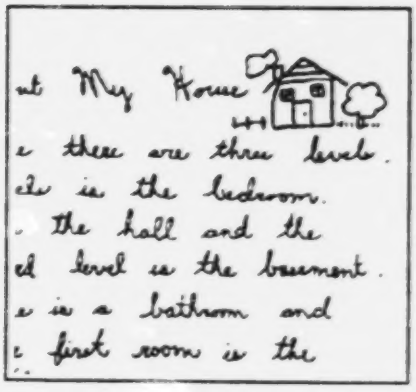


Student Writing Exemplars

The Snake Pome

A snake went behind me
A snake went in front of
I think hes gona eat me
I think hes gona eat me
If only I had an egg
I'm sure he would go for it
instead of me me me.
Maybe he would go for thi


ut My Home
e there are three levels.
el is the bedroom.
. the hall and the
el level is the basement.
e is a bathroom and
e first room is the

The Importance of North York Board o Education Mission

The mission of the North York B education is to empower every st learn, to achieve success, and to participate responsibly in a plur future society.

To me this mission is a very im one, to all the students in the S in their future. It means that th wants to give the power of learni every student in North York and t that they're learning what they'

A Reference Document for North York Teachers

Saviour of Our Precious Child

When a child cries
His mother feeds him.
Cares for him, nurtures him
Tends his wounds

As he grows
She provides and protects
Comforts him in sadness
Delights in his joy

She stands in his shadow
Watching him survive
Ready to defend him
Ready to die for him

She laments his death
And is filled with despair
Feelings of remorse for words unspoken
Powerless to save him

Today, both our child and mother cries.
Shall we feed our fragile babe?
Will we care for her, nurture her
Tend her wounds?

1

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March, 1994

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Student Writing Exemplars

This document contains two collections of student writing samples.

The writing in Section I, collected mainly from North York classrooms, includes pieces created by students from the Early Years through the Transition Years. Each piece has been assessed using "Analytic Scoring"—a process explained on page 8 and illustrated extensively by the examples that follow.

The writing in Section II, provided by the Ministry of Education and Training, includes the anchor papers used as references in the provincial writing review for scoring grade 9 and grade 12 submissions. These pieces are assessed using "Holistic Scoring". This is explained on page 107 and illustrated by the Ministry samples.

In the Fall of 1994, Section II will be expanded to include anchor papers from North York students in grades 3, 5 and 7. The Holistic Writing Levels of Performance Scales for those grades are included for your information at this time.

Terms of Reference, on pages 8 and 9, defines and clarifies key ideas needed to use the materials in this document. As our source of "common language", consider it essential reading before venturing into the pages beyond.

A Reference Document
for North York Teachers

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, 1994

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Dear Teacher,

Throughout our system teachers are engaged in revising their methods of assessing students' performance. As we head into the 21st century we find ourselves in a challenging new educational context. Parents, business and the media want to know what it is we are teaching, and more importantly, they want us to demonstrate what it is our students have learned.

North York is committed to improving the achievement level for all students in Literacy; and assessment and evaluation are an ongoing part of any balanced literacy program. Many of you are already engaged in Portfolio Assessment – an ongoing method of evaluating students based on a purposeful collection of student work over time – and all of us will be developing Literacy Profiles for our students as they progress through the school system. In developing both Assessment Portfolios and the Literacy Profile, student writing samples and the evaluations of teachers are key components.

This booklet is designed to support you, the classroom teacher, in exploring, collecting, and documenting information that measures a student's performance within the writing curriculum being taught in your classroom. It is about assessing student writing – how writing develops, what it looks like at the various stages of development, and what we can expect our students to know and be able to do over the course of their elementary and secondary school years.

We all know that teacher judgment is an essential element of assessment. But teacher judgment must also be informed by continuous dialogue with colleagues and regular exposure to models of desired performance, so that a common frame of reference for evaluation can be established. It is our hope that you will use the contents of this booklet – the writing outcomes, the indicators, the actual

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samples of student work that exemplify the writing outcomes at various stages of acquisition, and the holistic writing scales – as a tool for making consistent judgments about writing competence. Use it as a catalyst for developing consistency in evaluation across the grades, the divisions, the schools and the system. Use it to define your own belief system. What do you believe are the indicators of good writing? Use it with colleagues, students and parents to develop common understandings about desired standards of performance.

We also know that good teaching is inseparable from good assessing. As you work with the material in this booklet to help you assess your students' writing, the knowledge you acquire about their strengths and weaknesses will help you to sharpen, change or modify the goals of your writing program. Students, too, can use the material in this booklet. In checking their own work against key criteria and seeing actual writing samples at various levels of development, students will be better able to set learning goals for themselves and work to achieve them. Not only that, having a voice in the evaluation process will give students an active role in their own education.

What about parents? Standards for student success are important to them as well. By sharing samples of student writing collected at different points in time, we can provide parents with tangible evidence of student achievement as well as highlighting targeted areas for improvement. In this way we can create for parents a personalized portrait of the student's performance and growth over time.

Finally, remember that this document is an unfinished product. What's missing are the insights and observations you'll contribute as you work with students everyday, helping them to assess and improve their writing!

Kind regards,

Curriculum and Instructional Services

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Section I
Analytic Scoring

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TERMS OF REFERENCE
Section I: Analytic Scoring

Modes of Writing: Personal, Imaginative, Functional

1) Personal
   - writing tends to be about the writer's own experiences, thoughts, feelings and opinions
   - the language used is close to the writer's own speech patterns
   - the writing focusses more on the needs of the writer than on the effects on the audience

2) Imaginative (Expressive, Poetic)
   - this mode is the language of literature
   - writing is imaginative
   - the writer considers words and their arrangement carefully, always with the intended audience in mind

3) Functional (Informational, Expository)
   - the writing is task-oriented, designed to get a job done
   - includes lists, instructions, reports, records
   - the writer may be required to use specialized vocabularies
   - accuracy and clarity are important

N.B. Writing doesn't always fall neatly into one of these groups. Often writing overlaps and crosses over into more than one group.

(from OAIP, Ministry of Education, 1989)

Writing Outcomes, Levels of Performance, Suboutcomes, Indicators

1) Writing Outcomes
   Four writing outcomes have been developed for students from Junior Kindergarten to the end of the Transition Years in North York schools. The writing outcomes outline student expectation in the following areas:
   - Writes to Express Personal and Imaginative Ideas (Personal, Imaginative)
   - Writes to Record and Investigate (Functional)
   - Conventions of Writing (Conventions)
   - Revises and Edits Written Work (Revising/Editing)

2) Levels of Performance
   - As students grow and develop their skills and competencies in the use of written English, they move to a higher level of performance along a continuum of growth.
   - For each division (Early Years, Primary, Junior, Transition Years) there are 3 levels of performance described (beginning acquisition, partial acquisition and full acquisition).
   - Most students are expected to be at the full acquisition level of performance by the end of their last year in the division.

3) Suboutcomes
   - Each writing outcome is composed of a number of elements (suboutcomes) which, when taken together, comprise the entire outcome.
   - Students may be uneven in their development of the skills and competencies contained in each of the suboutcomes.

4) Indicators
   - Each suboutcome contains a written description that helps teachers know what to look for when analyzing a student writing sample.
   - The indicators develop along a growth continuum for each of the suboutcomes.

For example:

OUTCOME:	Conventions of Writing
DIVISION:	Junior
LEVEL OF PERFORMANCE:	Partial Acquisition
SUBOUTCOME:	Spelling

INDICATOR:
Uses standard spelling for a larger bank of commonly used words; shows increasing confidence and accuracy in spelling unfamiliar words

Writing Process

1) Composing
   - includes the student's ability to generate ideas; organize information; express opinions; convey emotions; describe people, events, and scenes; use language effectively for different purposes

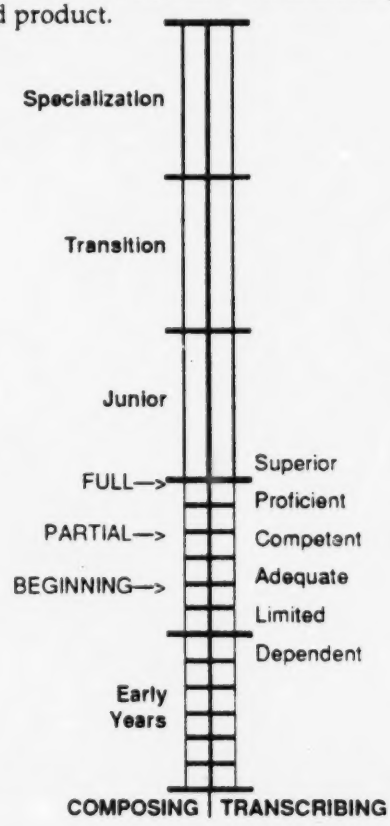
2) Transcribing
   - includes the student's ability to communicate ideas and information in effective standard English, using conventional forms of handwriting, spelling, punctuation and grammar

3) Revising and Editing
   - revision to the writing may involve additions to content, deletion of irrelevant material, reordering of information, rewording of sentences, selection of more effective words
   - editing includes making final decisions about layout and proofreading for spelling and punctuation errors. The writing can then be re-copied into its final form.

(OAIP, Ministry of Education, 1989)

Analytic Scoring

Using the exemplars, analysis, and indicators of writing, completed samples of students' writing can be analyzed to determine their levels of performance in each outcome area. Information about the student's understanding and control of writing skills and processes requires the teacher to both observe the writer at work and analyze the finished product.



Early Years to Specialization Years

On the upper corner of each page is a variation on the above graphic. A grey bar aligned with "Full", "Partial", or "Beginning" on the left of the column indicate the level of performance demonstrated by the exemplar for both composing and transcribing.

The terms "Superior" ... "Dependent" on the right of the column reference Ministry of Education levels (See Section II).

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Early Years Writing Outcomes

Early Years Writing Outcomes

	Beginning Acquisition	Partial Acquisition	Full Acquisition
Writes to Express Personal Experiences and Imaginative Ideas			
Vocabulary	writes mainly scribbles	writes many recognizable letters	begins to write simple sentences
Organization / Style	is not yet aware of print / meaning connection	shows becoming awareness of print/meaning connection	recognizes that own writing conveys a message
Form / Purpose	does not chooses to create handwork or artwork	creates artwork/handwork for personal pleasure	creates artwork/handwork for personal pleasure and attaches meaning to work
Planning	rarely writes	writes stories when suggested by the teacher	seeks opportunities to write own stories
Writes to Record and Investigate			
Vocabulary	writes mainly scribbles	writes many recognizable letters	begins to write simple sentences
Organization / Style	does not yet structure writing	begins to use one or two writing forms to convey a message	uses a number of different writing forms to convey a message
Form / Purpose	does not yet create writing for a specific purpose	begins to create writing to enhance play and classroom activities	creates signs, cards, phone and address lists to enhance play activities
Planning	rarely writes	writes when suggested by the teacher	seeks opportunities to write
Conventions of Writing			
Punctuation	uses punctuation marks spontaneously in writing to imitate writing models	randomly places punctuation marks in writing	begins to use periods and capital letters correctly
Spelling	uses drawings and scribbles to represent words and ideas	uses random letters, scribbles and marks to represent words and ideas	uses scribbles, marks, random letters, initial and final consonants to represent words and ideas; uses correct letter choices for some sounds
Revises and Edits Written Work			
Publishes	does not yet choose to publish work	selects pieces of writing with teacher support to be published or displayed	independently selects pieces of writing to be published or displayed

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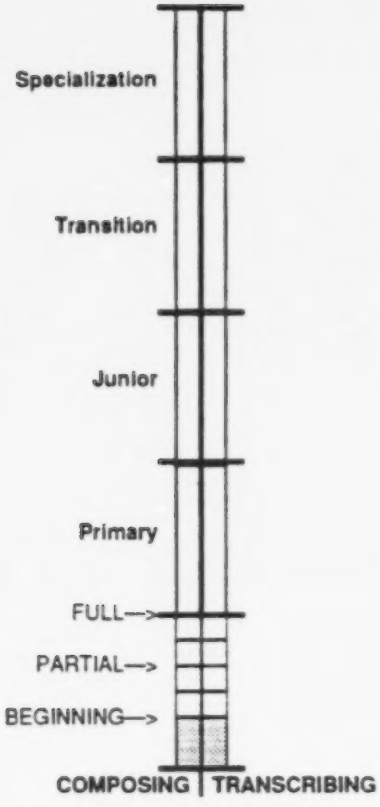
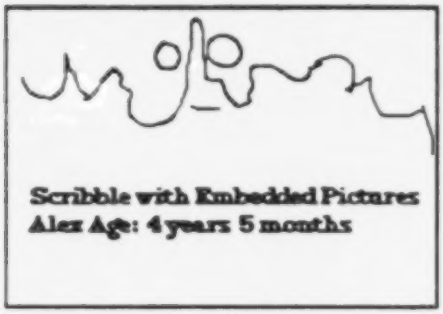
Early Years Exemplars



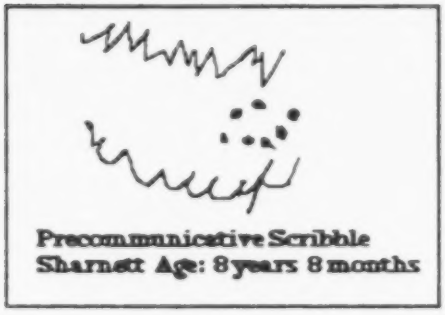
EARLY YEARS
Holistic Assessment



Scribble with Embedded Pictures
Alex Age: 4 years 5 months

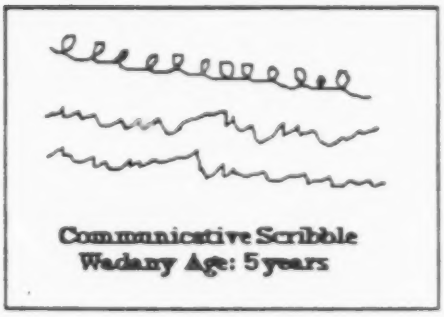
Wavy lines and squiggles to which a child may not attribute any meaning or message but which he identifies as "his writing."

Pictures have been embedded into the scribbles.



Precommunicative Scribble
Sharnett Age: 8 years 8 months

Wavy lines and squiggles to which the child identifies as "her writing."



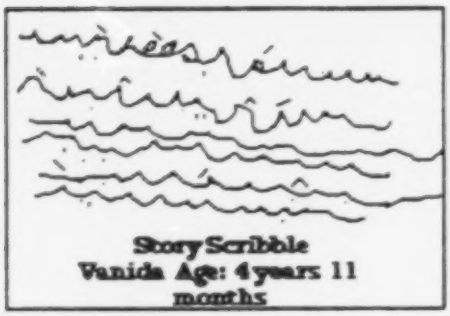
Communicative Scribble
Wadany Age: 5 years

"My aunt is going home. We're saying good-bye."

Wavy lines and squiggles to which the child attributes meaning and which he is able to "read."
(Expressive writing)

Pre-release Version: Do Not Photocopy

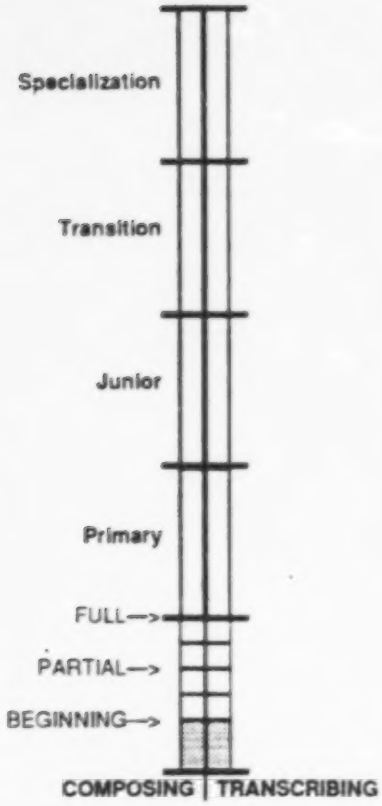
EARLY YEARS
Holistic Assessment

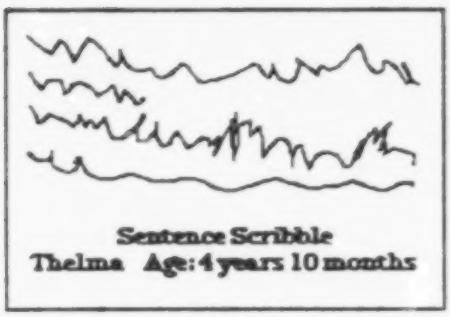


Story Scribble
Vanida Age: 4 years 11 months

"I am coming to school by myself. Butterfly is on my head. She stays and I like it."

Many horizontal rows of scribbles that represent to the child a whole story. This story, by a Vietnamese child, includes orthographic accents. Note the first language influence in the written form. She is beginning to express emotion.
(Expressive writing)

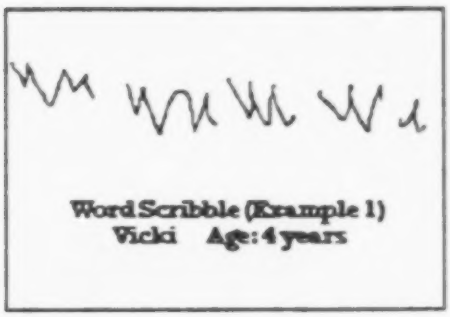




Sentence Scribble
Thelma Age: 4 years 10 months

"This is my brother Lloyd. He is two. He plays in the mud. He washes his hands."

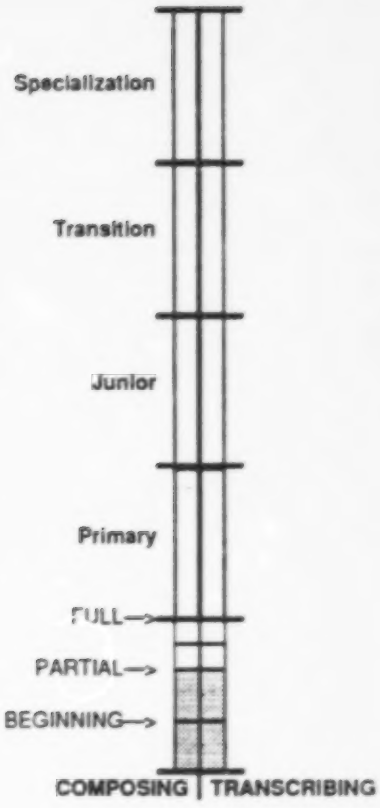
Each row of scribble denotes a sentence or a complete thought to the child. This child understands the meaning of a sentence and writes in a left to right progression. The length of the scribbles matches the length of the sentences. There is a sequence of events expressed in this story.
(Expressive writing)



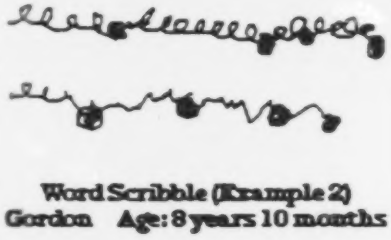
Word Scribble (Example 1)
Vicki Age: 4 years

"My Daddy shaves in the morning."

Each scribble is short in length with a space between the boundaries of the scribble. These scribbles represent individual words. There are the same number of scribbles as there are words in the child's reading. This child shows an awareness of the concept of "word."



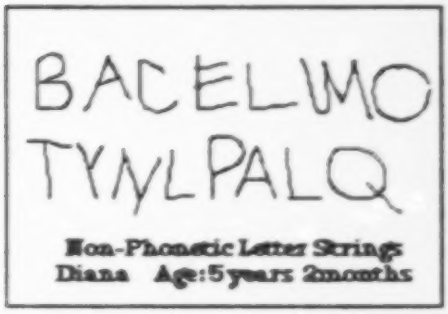
EARLY YEARS
Holistic Assessment



Word Scribble (Example 2)
Gordon Age: 8 years 10 months

"Once upon a time there was a princess."

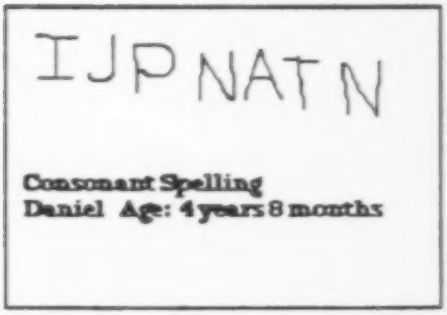
Each scribble is segmented by a period instead of a space. This child has become aware of punctuation. The child identifies these scribbles as words. He uses some literate language of fairy tales, ie. "Once upon a time.... " (Poetic writing)



Non-Phonetic Letter Strings
Diana Age: 5 years 2months

Mom watch a movie.
She like Chinese movie."

This is a transitional stage between the scribble and phonetic stages of writing. Notice how this child's handwriting has developed. She has learned to form many letters. There is no letter-sound relationship as yet. The absence of tenses in the first language is transferred to the second language. (Expressive writing)



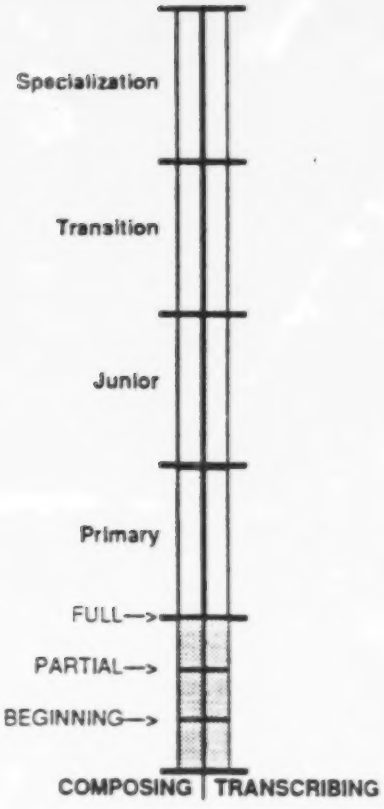
Consonant Spelling
Daniel Age: 4 years 8 months

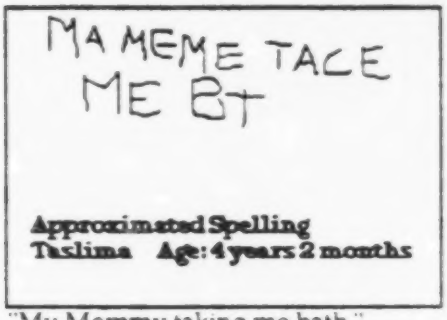
"I'm jumping on a trampoline."

This child begins to discover the relationships between the sounds and the letters. This child uses mostly initial consonants and some final consonants to represent words. (Expressive writing)

Pre-release Version. Do Not Photocopy

EARLY YEARS
Holistic Assessment

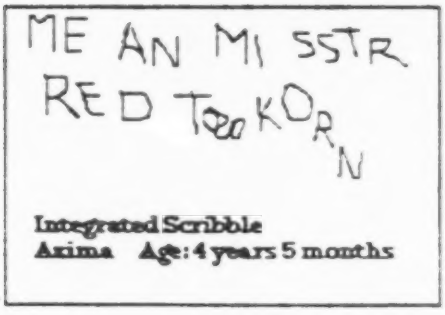




Approximated Spelling
Taslima Age: 4 years 2 months

"My Mommy taking me bath."

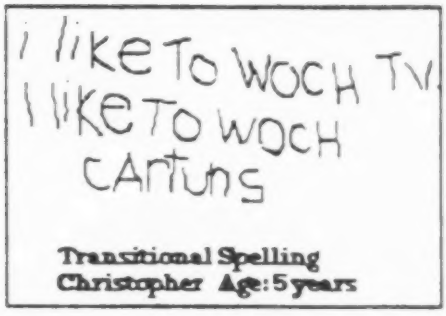
This child begins to use vowel symbols in her writing. With the use of spaces between words she shows an awareness of what a word is. She is relating a personal event.
(Expressive writing)



Integrated Scribble
Arima Age: 4 years 5 months

"Me and my sister read the Koran."

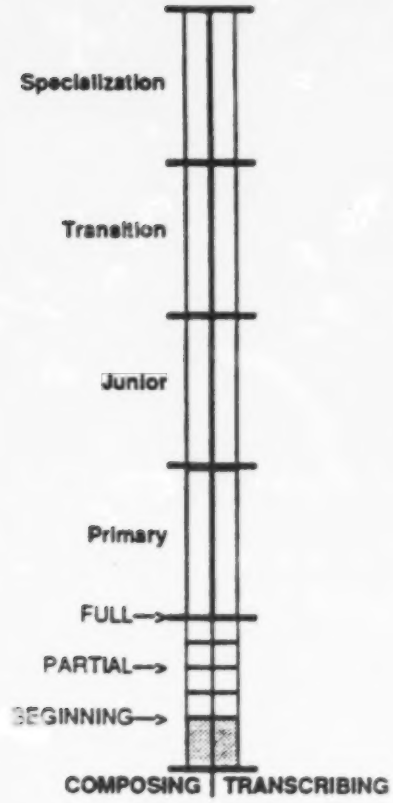
This child writes so that the reader can easily understand the intended message. She uses a horizontal scribble after the "t" in the word "the" as a place marker. She prints in upper- case letters.
(Expressive writing)



Transitional Spelling
Christopher Age: 5 years

"I like to watch TV. I like to watch cartoons."

This child uses conventional spelling most often but continues to approximate spelling for some words. He is beginning to use punctuation correctly. Notice how the lower- and upper-case letters are interspersed.
(Expressive writing)



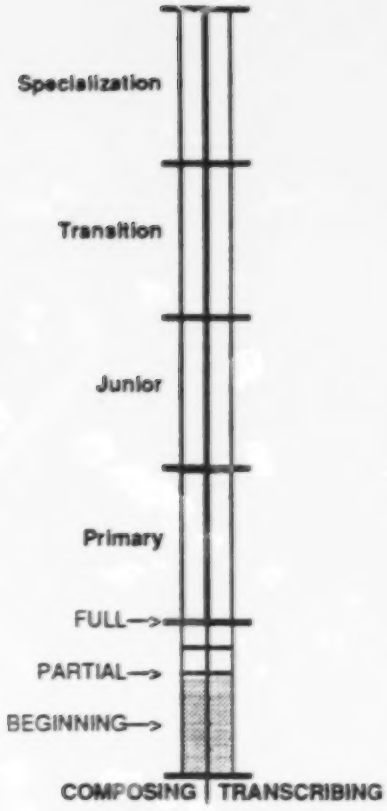
EARLY YEARS
Personal Writing

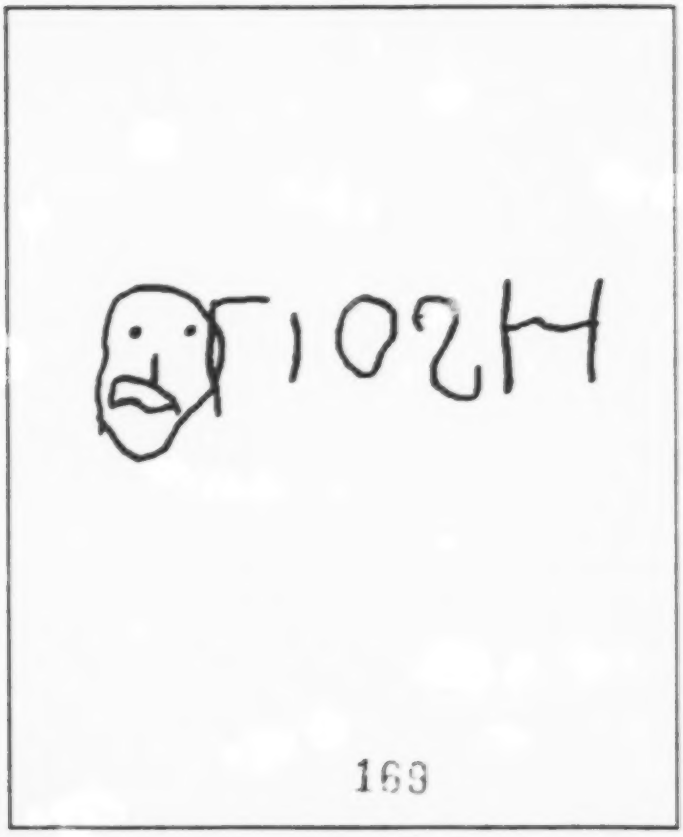
This is an example of the beginning acquisition of writing in the Early Years. In this sample, the student uses drawings and scribbles to represent words and ideas. The child told the teacher that this was "writing".

Pre-release Version: Do Not Photocopy

EARLY YEARS
Personal Writing

This kindergarten student uses random letters and marks to represent words and ideas. He does not yet have an understanding of the directionality of written text. Drawing is used to enhance his writing.





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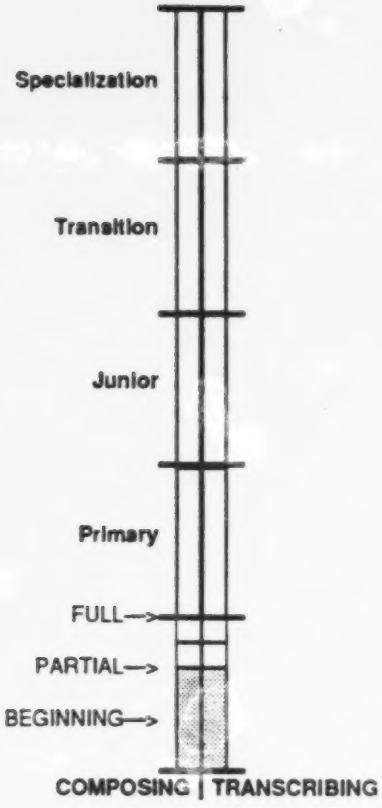
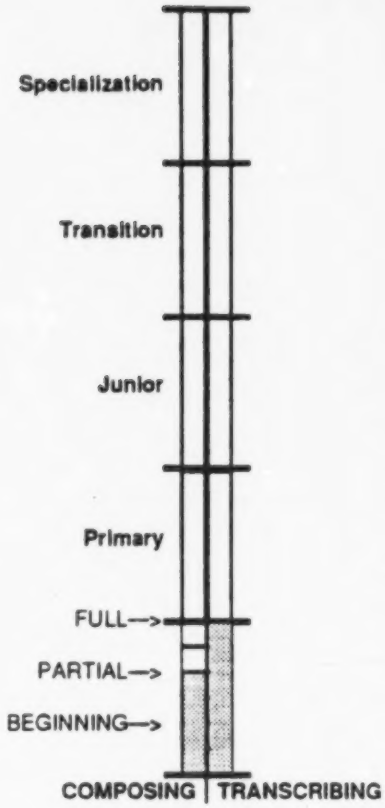


EARLY YEARS
Personal Writing

Drawings, scribbles, random letters, and marks are used to represent words and ideas. This four-year old is imitating adult writing in this Early Years sample.

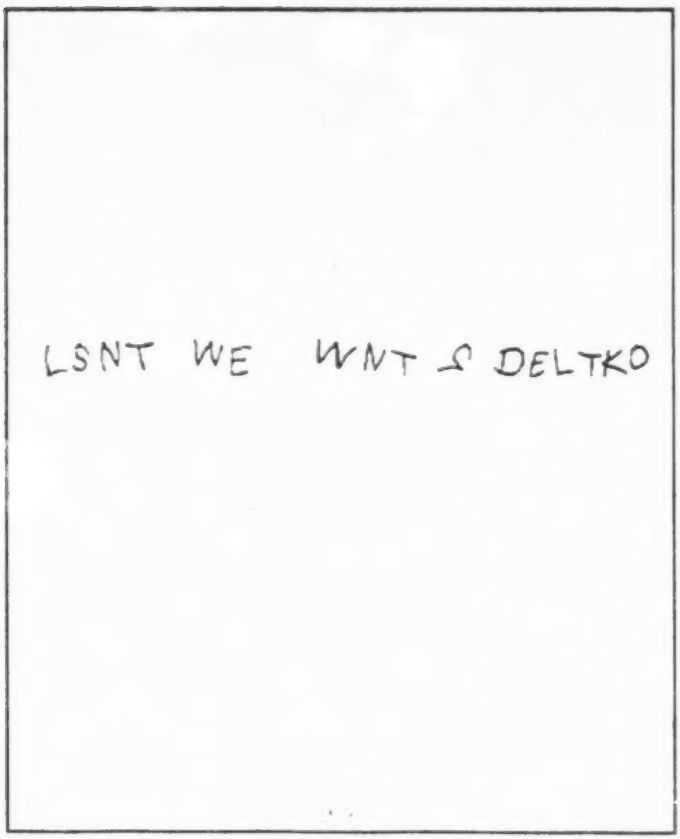
Pre-release Version: Do Not Photocopy

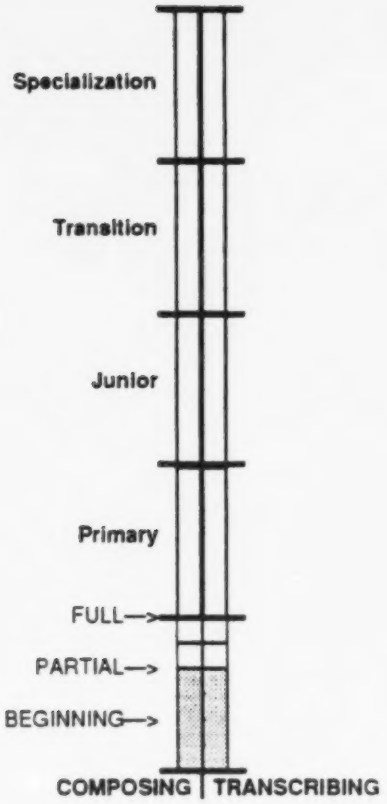
EARLY YEARS
Personal Writing



COMPOSING
In this piece of writing, this kindergarten student is beginning to develop an awareness of the print/meaning connection. This writing samples contains recognizable letters and uses the number 2 to represent the word "to".

TRANSCRIBING
Random letters, initial and final consonants are used in this sample to represent words and ideas - as is the number 2 to represent the word to. Correct letter choices are used for some sounds and the word "we" is correctly spelled.



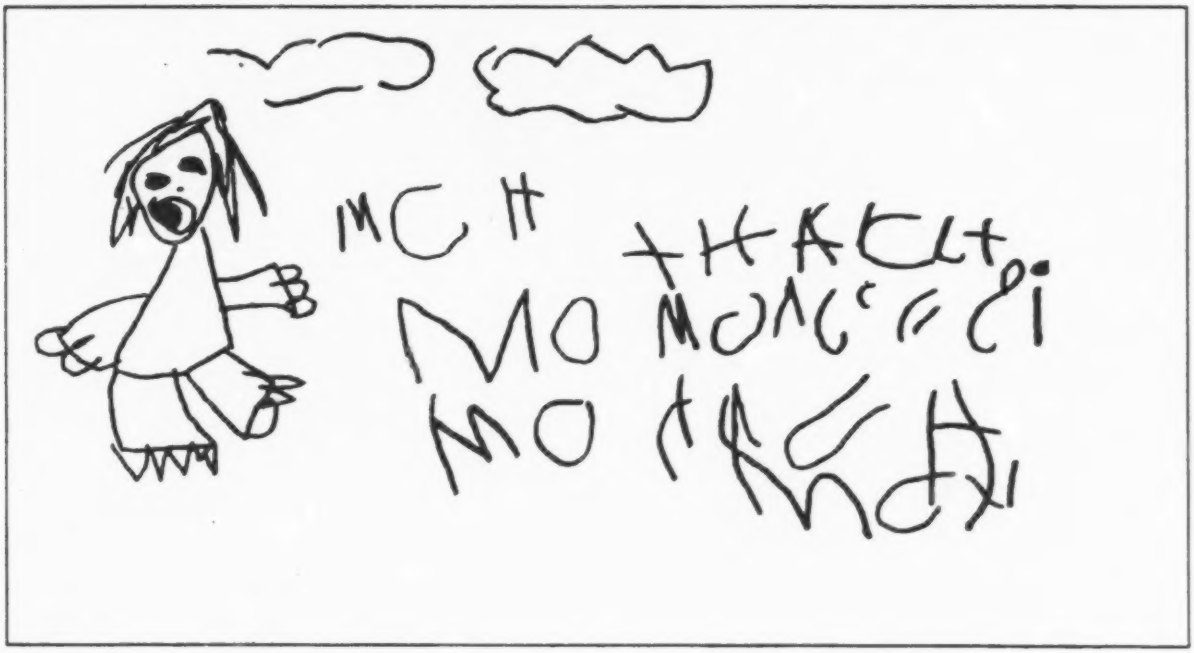


EARLY YEARS
Personal Writing

"My mom has a dress.
My mom has a head.
My mom has hair."

COMPOSING
A beginning awareness of the print meaning connection in this sample of early years writing. The sample contains many recogizable letters and the child's drawing enhances the story and illustrates the young author's message.

TRANSCRIBING
This kindergarten student is beginning to use random letters, scribbles, and marks to represent words and ideas. She is beginning to use correct letter choices for some sounds (mo - mom) and uses scribbles and marks to represent words and ideas.



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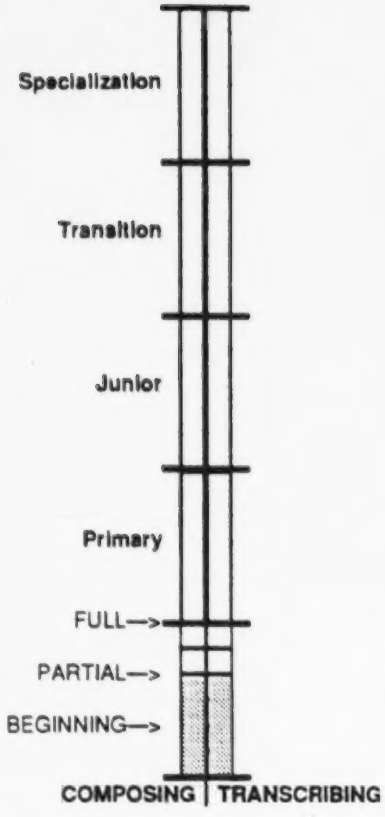
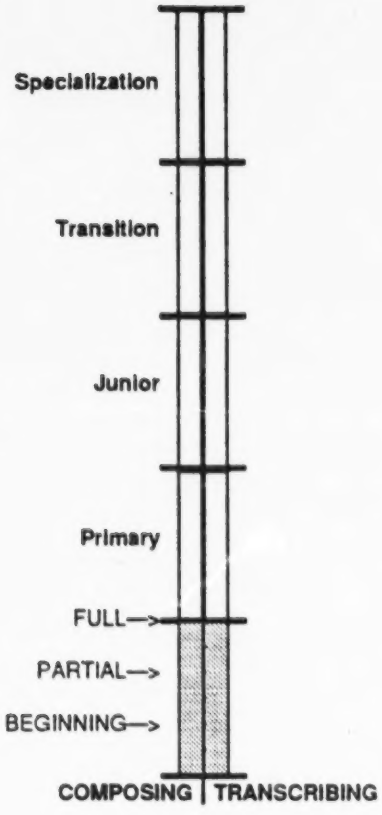
EARLY YEARS
Personal Writing



"I eat breakfast"

COMPOSING
This 5 year old has created a story to describe his illustration. His story contains recognizable letters demonstrating the student's understanding that meaning is conveyed through print.

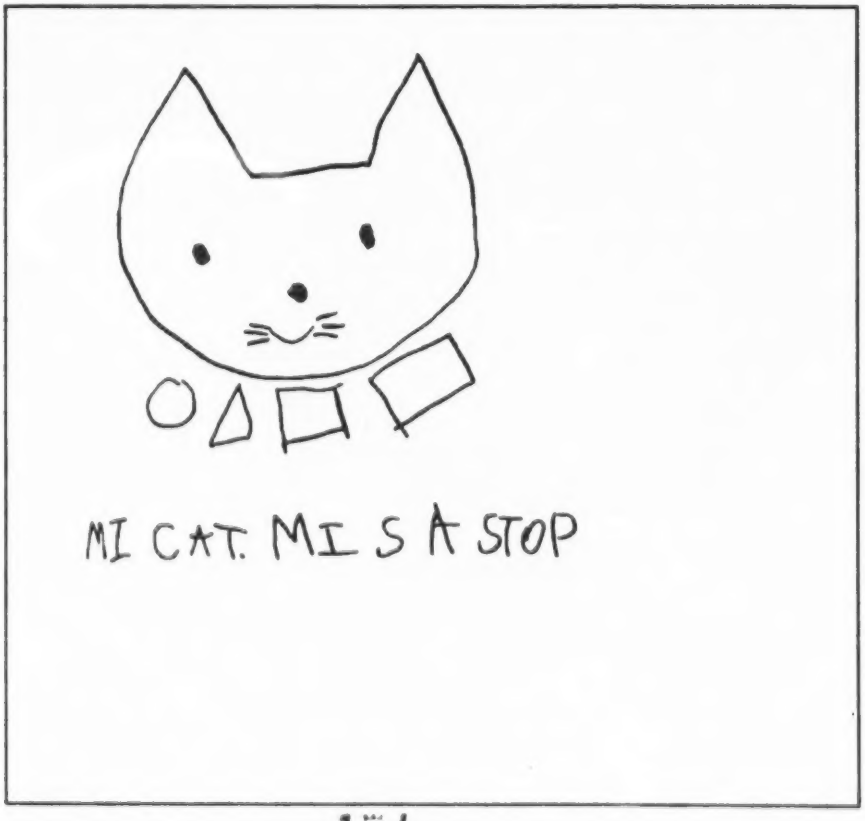
TRANSCRIBING



EARLY YEARS
Personal Writing

"My Cat. Me see a stop."

Initial consonants and several correct letter choices have been used by this student to represent words and ideas. The words "cat" and "stop" are spelled correctly. The student uses periods to separate the different ideas represented in his illustration.



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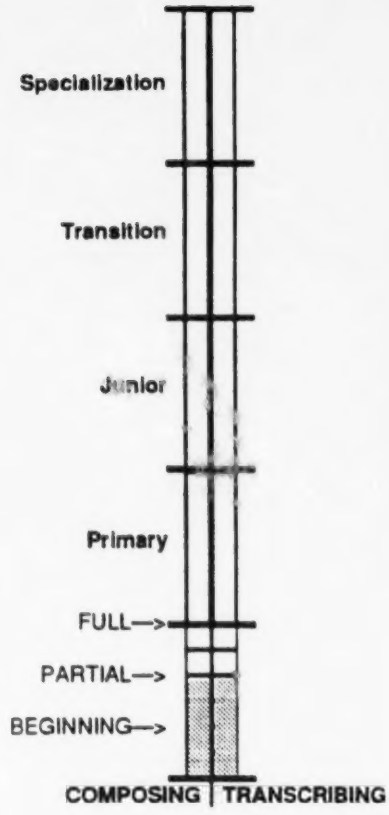
EARLY YEARS
Personal Writing



"I like pizza!"

This 5 year old uses many recognizable letters to express her thoughts, but still uses a scribble to "sign"his name. This sample illustrates the student's understanding that he can convey his ideas through print.

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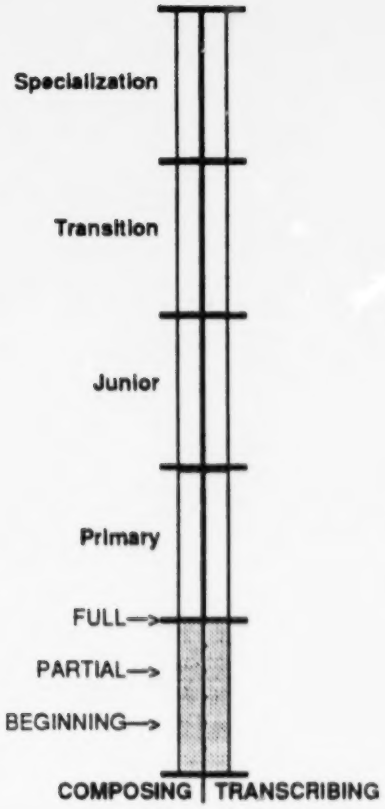


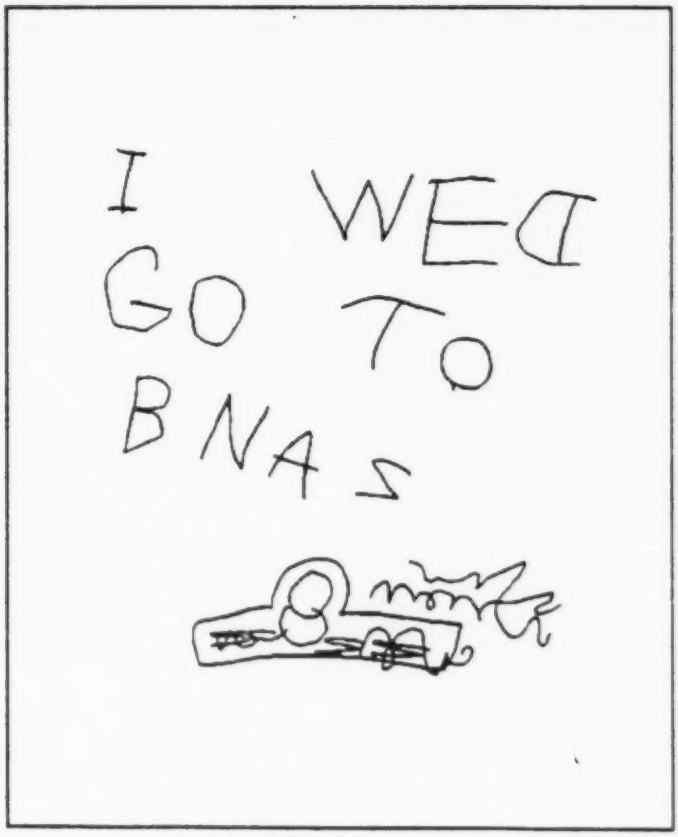
EARLY YEARS
Personal Writing

COMPOSING

This example of Early Years writing demonstrates the ability of the student to compose a simple sentence to convey a message. The use of artwork enhances the writing and provides additional information about the message.

TRANSCRIBING

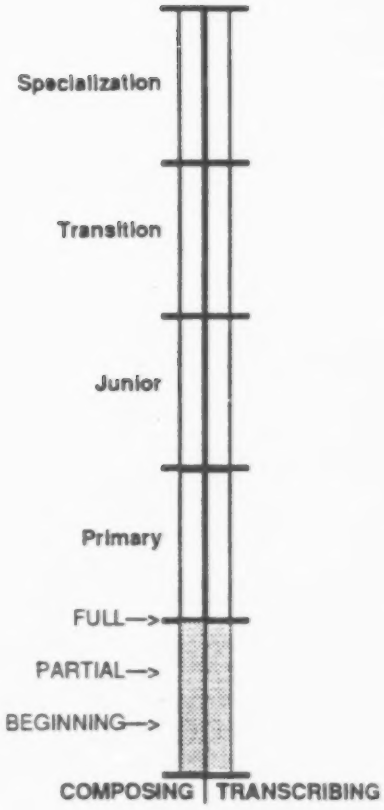
Random letters, initial and final consonants are used in this sample to represent words and ideas. The words "go to" are correctly spelled and this student is beginning to use periods placed randomly throughout the message.



Pre-release Version: Do Not Photocopy

EARLY YEARS
Personal Writing

This Early Years writing sample is an example of a student who recognizes that her own writing conveys a message. She combines text with artwork and does not yet attend to the conventions of written work, breaking the word Jessica into two parts. She has created artwork to accompany her writing to add meaning to the text.



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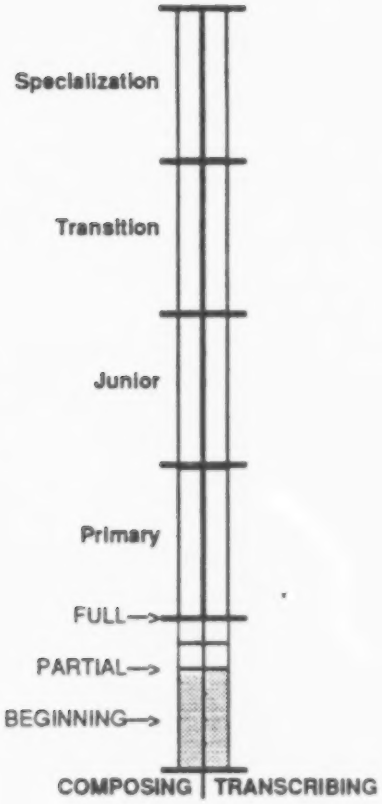
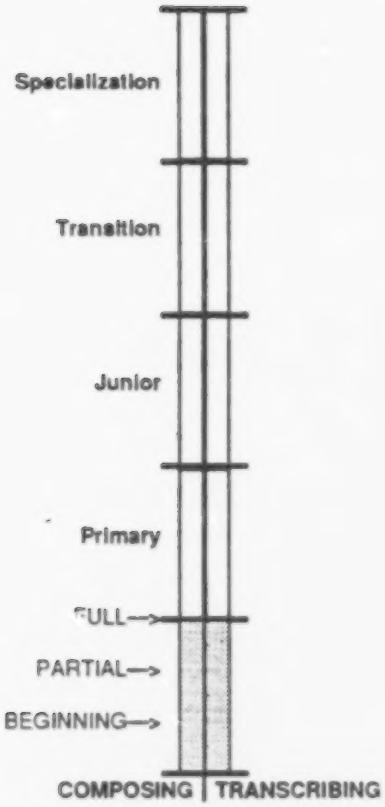


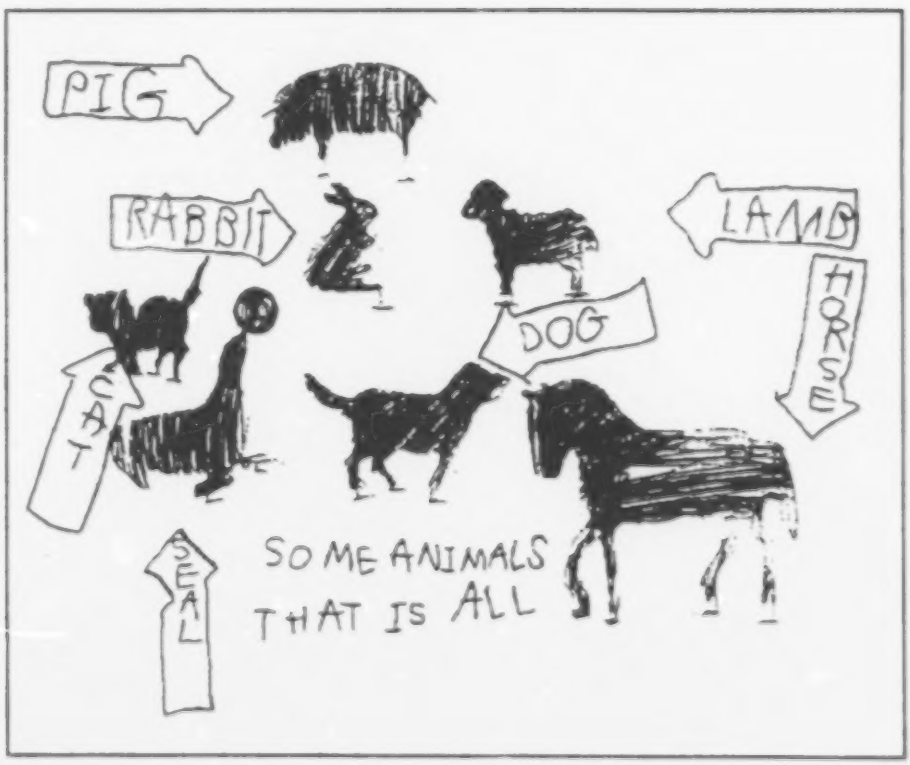
EARLY YEARS
Functional Writing

This grocery list was written by Susan to enhance her play in the "store" that was set up in the dress-up area in the classroom. Each line of scribble represents an item on the shopping list.



EARLY YEARS
Functional Writing

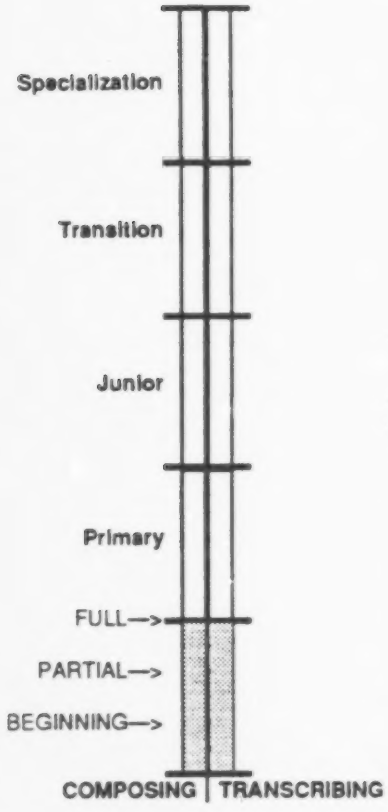
This kindergarten student has used animal stencils to create a number of different animal pictures that she then labeled. she is aware that writing is used to convey a message and demonstrates her ability to create meaningful text to match her illustrations. She used a picture dictionary to locate the correct spelling of each label and has labelled her page "SOME ANIMALS THAT IS ALL", demonstrating her understanding that such a page of text requires a title.

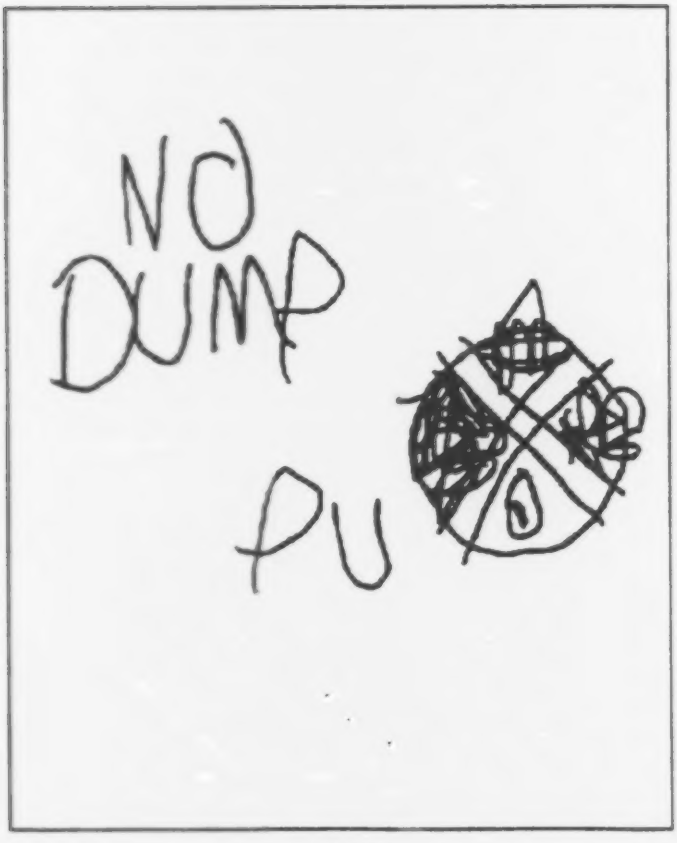


Pre-release Version: Do Not Photocopy

EARLY YEARS
Functional Writing

The student demonstrates her understanding that text conveys a message. She has written an important message and illustrated it to emphasize her meaning.





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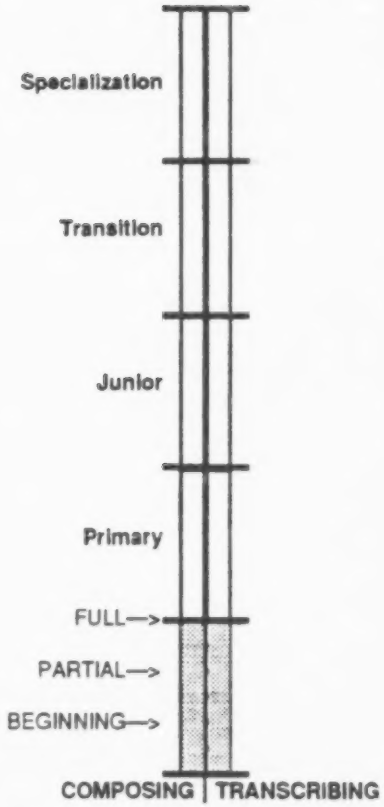
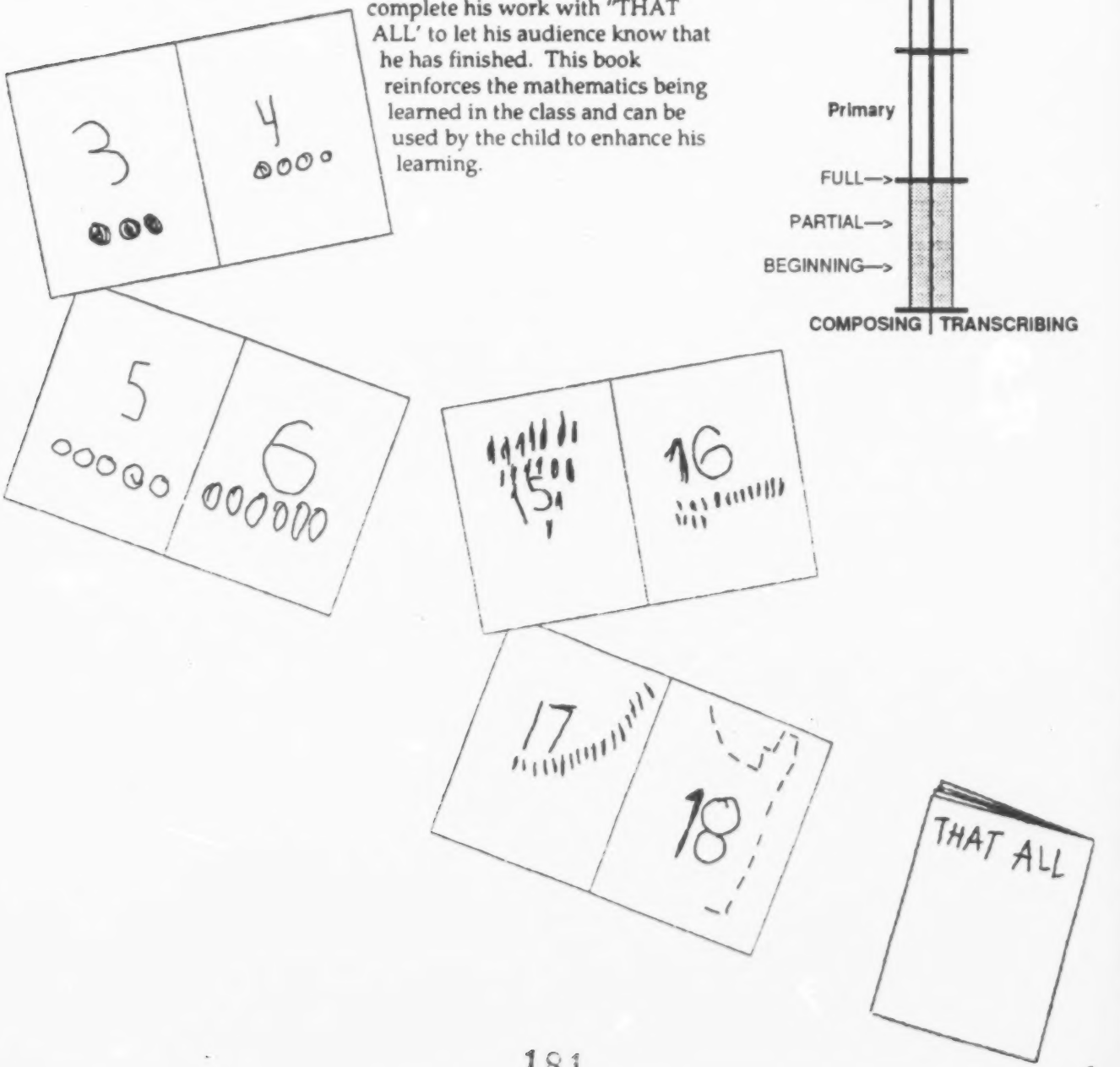
EARLY YEARS
Functional Writing



This number book is a senior kindergarten student's way of demonstrating his understanding of the relationship between numbers and objects. He has created a book that shows one-to-one correspondence of numbers and objects from 1 to 22 and at the end of the book complete his work with "THAT ALL' to let his audience know that he has finished. This book reinforces the mathematics being learned in the class and can be used by the child to enhance his learning.



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Primary Division Writing Outcomes

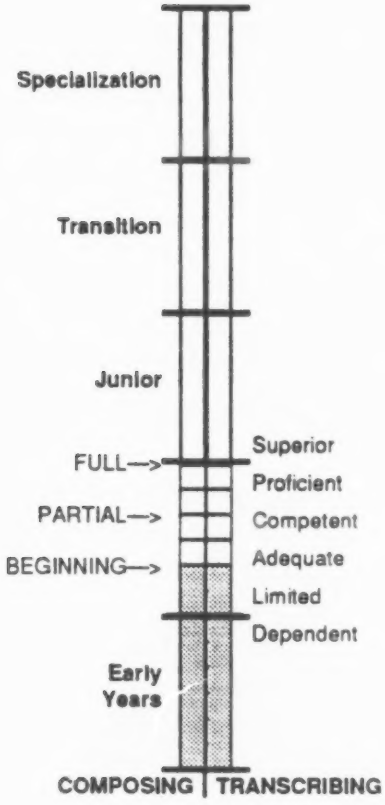
Primary Writing Outcomes

	Beginning Acquisition	Partial Acquisition	Full Acquisition
Writes to Express Personal Experiences and Imaginative Ideas			
Vocabulary	uses simple vocabulary to express ideas	adds action verbs and common linking works (and, so, but)	uses adverbs and adjectives and often uses linking words
Organization / Style	shows some awareness of beginning and end	writes events in simple sequence or chronological order	writes stories in the correct order of events
Form / Purpose	writes using telegraphic and representational form	writes using predictable stories, poems, or personal events as a pattern	writes stories based on familiar stories, poems or personal events
Planning	writes spontaneously	uses pictures, lists and storytelling to plan writing with teacher assistance	uses pictures, lists and storytelling to plan writing
Writes to Record and Investigate			
Vocabulary	uses simple vocabulary to write and account	adds action verbs and common linking words (and, so, but)	experiments with functional vocabulary
Organization / Style	writes accounts showing awareness of beginning and end	attempts to combine the elements of the modelled form in sequence	writes a sequenced account (or letter) coherently recording a series of events or learning activities
Form / Purpose	writes using telegraphic and representational forms	Engages in simple types of informational writing to record and inform, using a modelled format	uses familiar forms of functional writing for many purposes (notes, letters, memos, lists)
Planning	writes spontaneously	uses pictures, lists and oral retelling to plan writing with teacher assistance	uses pictures, lists and oral retelling to plan writing
Conventions of Writing			
Punctuation	uses capital letters, periods, question marks, exclamation marks with limited accuracy	uses capital letters, periods, question marks, exclamation marks with increasing accuracy	uses capital letters, periods, question marks, exclamation marks correctly in more than one sentence
Spelling	uses random letters and initial and final consonants to represent words; uses correct letter choices for some words	uses initial, middle and final consonants to represent words; uses vowels as place holders, sometimes incorrectly; uses easily decipherable approximated spelling	uses standard spelling for commonly used words and approximated spelling and transitional spelling for less commonly used words
Grammar	does not differentiate parts of speech	is beginning to recognize and correctly use some parts of speech including nouns and verbs	recognizes and correctly uses some parts of speech (nouns and verbs); begins to use adjectives and adverbs
Handwriting	demonstrates an understanding of directionality and basic features of print including upper and lower case letters	uses standard manuscript print; recognizes and practices cursive script	produces controlled cursive writing when required
Revises and Edits Written Work			
Revises	initial draft is the final version	makes few revisions with teacher and peer assistance	uses peer and teacher assistance to add detail and revise writing
Edits	does not yet edit writing	begins to proofread/edit work for capitals, periods, and spelling (with direction)	frequently proofreads/edits for capitals, periods and spelling (with support)
Publishes	publishes work with little attention to audience and/or selection criteria	publishes work with some attention to selection criteria and audience (with support)	prepares selected pieces of writing for publication with greater attention to selection criteria (with support)

Pre-release Version Do Not Photocopy

Primary Division Exemplars

Pre-release Version: Do Not Photocop



PRIMARY
Personal Writing

COMPOSING
With **simple sentences** and **vocabulary**, this primary student has written a story about her day with grandpa. This writing is conversational and is an example of a spontaneous piece of work.

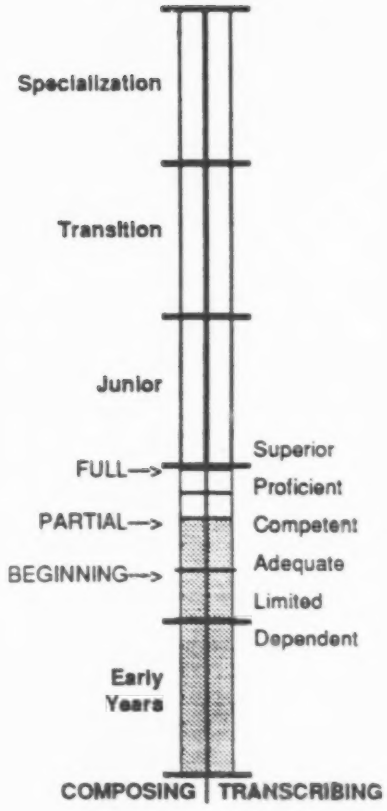
TRANSCRIBING
The student uses **standard spelling** to convey this simple message. **Periods** are over-used, almost as place holders between words. **Upper case letters** are used throughout the text, with some words containing a mixture of upper and lower case.

ONE. tiMe.
MY.GRANDPA
CAme to TAKE
ME.tO.His .
HoUsE.So.
HE TAKE
Me
iN
His CAR.
AfteR.

to his
DooR
AND
HE
TAKE
Me
UP.
to
MOM
THE.END.

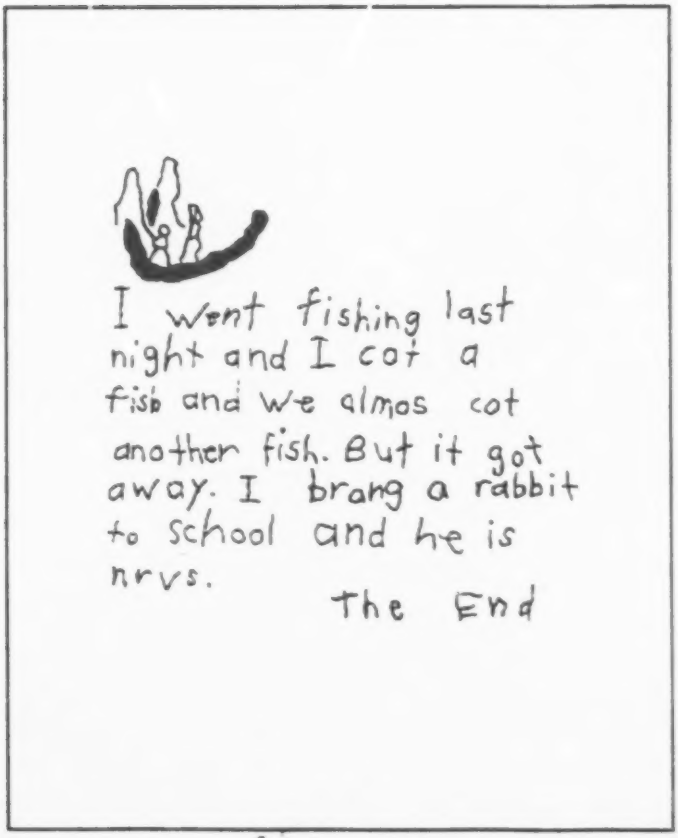
Pre-release Version: Do Not Photocopy

PRIMARY
Personal Writing



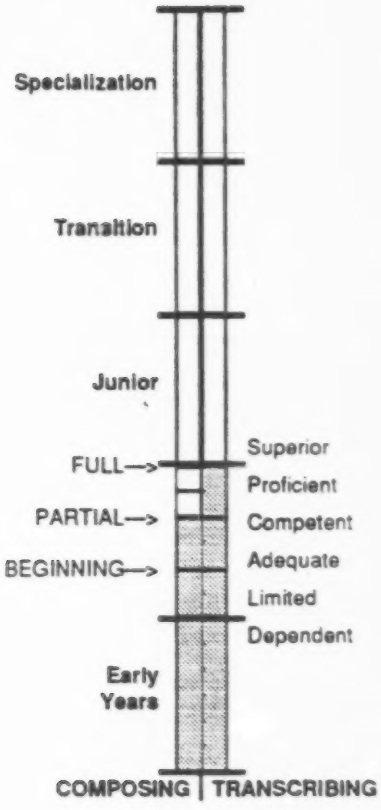
COMPOSING
This journal entry recounts recent events in the student's life. He has attended to the **sequence** in which the events occurred, using the word "and" to **connect** the events.

TRANSCRIBING
This student uses **standard spelling** for familiar words and easily decipherable, **approximated spelling** for unknown words ("cot" for "caught", "nrvs" for "nervous", "almos" for "almost"). **Sentence stucture** is still developing.



I went fishing last night and I cot a fish and we almos cot another fish. But it got away. I brang a rabbit to school and he is nrvs.

The End



PRIMARY
Personal Writing

COMPOSING

This grade 2 student has created a poem (song) appropriately using **rhyming words** and other features such as **repetition** of the word "love" to create the poem. She often uses the word "and" to **link** ideas.

TRANSCRIBING

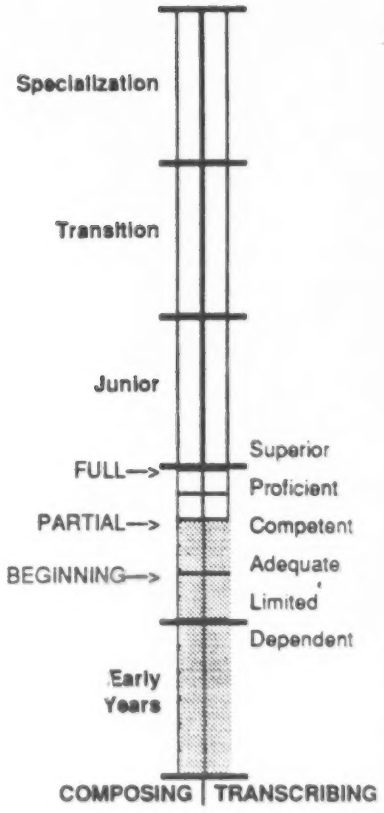
Upper case letters have been used appropriately for proper names and for sentence beginnings and **standard spelling** has been used consistently for common words. **Transitional spelling** can be seen in the use of "frends" for "friends". Correct use has been made for upper and lower case letters. **Full stops** (periods) have been used correctly in more than one sentence.

Song

We love to play
and sing and be gay
We hate to have no frends
I Love my frends Alison
and Elissa and Cynthia
and Elyse.
Thats all. She has to go.

Pre-release Version: Do Not Photocopy

PRIMARY
Personal Writing



COMPOSING
Although the structure of this familiar pattern is maintained by the student, she does not yet consistently demonstrate an understanding of the task. **Verb agreement** is inconsistent.

TRANSCRIBING
The student demostrates her understanding of many of the conventions of writing in this patterned piece. She begins each sentence with a **capital** and ends with a **period**, maintaining the beginning structure of each line of the text. However she does not maintain this **parallel structure** at the end of each line (predicate), using either nouns or verbs to end her thoughts. Although **conventional spelling** is used, **verb agreement** is inconsistent.

Jenny C
Happiness is look.
Happiness is Butter.
Happiness is Chair.
Happiness is sun.
Happiness is flowers
Happiness is have
friends.
Happiness is have
gardens.
Happiness is ice
cream.
Happiness is to
see
Happiness is to
run.
Happiness is to
Smile.

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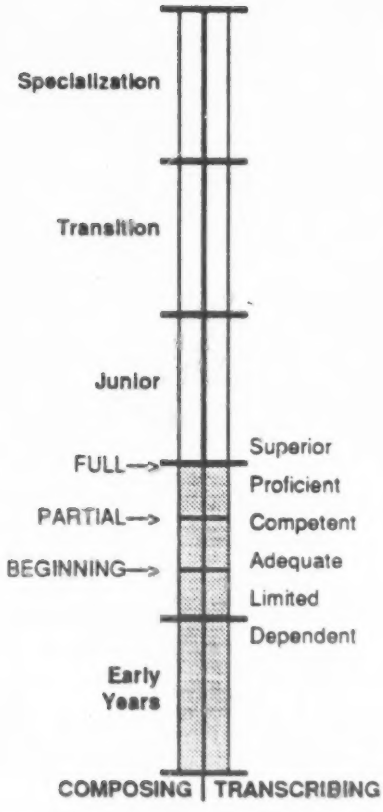

PRIMARY
Personal Writing

COMPOSING

This sample illustrates the student's ability to write a personal version of a familiar story **pattern**. His sentences are **complex**, creative responses to the task. The student clearly demonstrates his understanding of the pattern he is using to model his own writing.

TRANSCRIBING

This patterned piece of writing illustrates the student's ability to use the basic conventions of writing. **Capitals** and **periods** are used to begin and end most thoughts, and **standard spelling** is used throughout the piece. The student maintains **subject and verb agreement** in each sentence and maintains the **parallel structure** of each thought.

Happiness is being at the front of the line
Happiness is staying up late. Happiness is going to the circus.
Happiness is doing art. Happiness is hitting a home run.
Happiness is being the fastest person in the class.
Happiness is a friend.

Happiness is a pet.

Happiness is just me by myself

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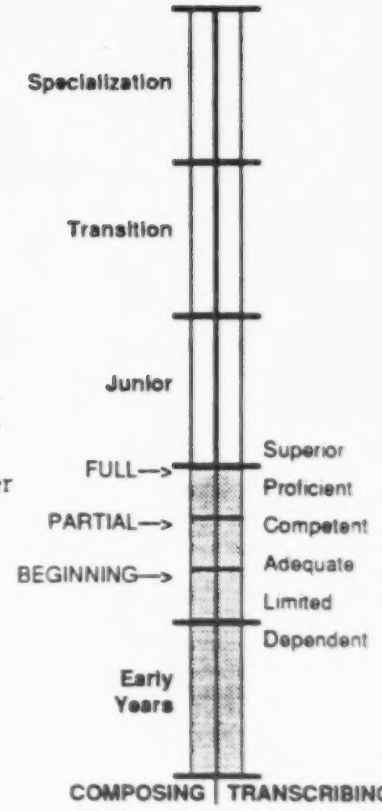
PRIMARY
Personal Writing



COMPOSING

The issue of racism is dealt with in this student's personal narrative writing. She demonstrates her ability to write a persuasive piece dealing with a controversial topic following a **logical format**. Sentence structure is varied throughout the piece. The student **defines** the term, states why she thinks racism is a problem, and poses a **solution** to the problem with the "Things you can do" section of her narrative.

TRANSCRIBING

The student has good control of the basic conventions of written English. **Capitals** and **periods** are used appropriately and the student is beginning to use **quotation marks** and **exclamation marks** correctly. **Standard spelling** is used throughout, although a few errors are still evident ("peoples" for "people's", "goverment" for "government").

Racism

To me racism means colour, race and religion. It also means people. Racism is a way of showing "I don't care" Even though I think that you should care about your future and peoples feelings Racism is C-R-U-E-L!

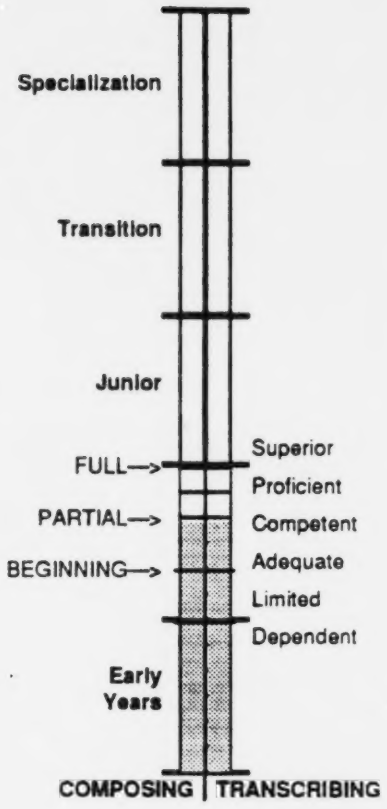
Things you can do

1 You can write to the goverment.

2. You can start an anti-racist group (to stop racism)

3 Last but not least - Don't be Racist!

THANKS ALOT!!



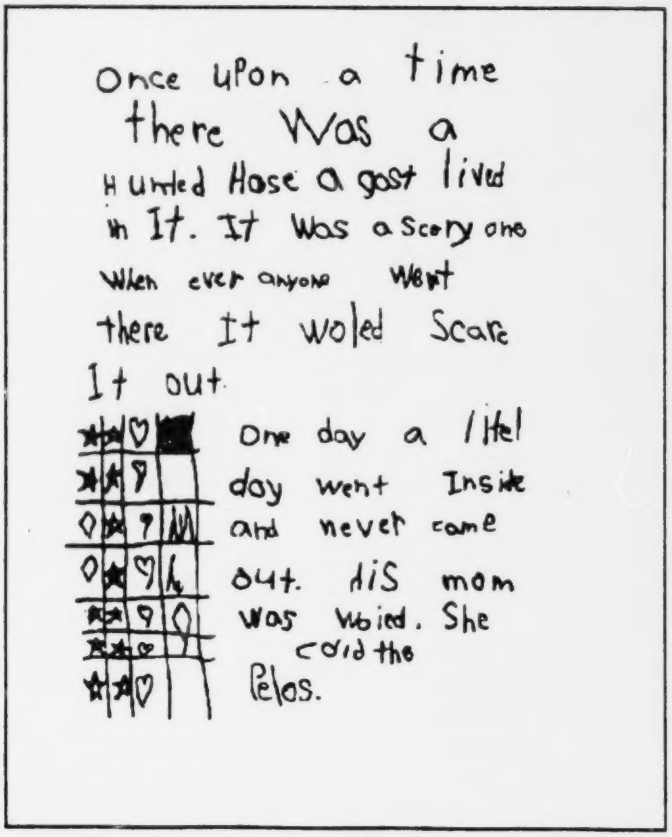
PRIMARY
Imaginative Writing

COMPOSING

This sample demonstrates the student's ability to write a creative story in a clear and **logical sequence**. The story follows the familiar fairy tale **pattern**, beginning as it does with "Once upon a time". The student writes using simple sentences and connects ideas using "and" to **link** his thoughts.

TRANSCRIBING

The writer inconsistently uses **capitals** to begin sentences and **periods** to end a complete thought. Many familiar words are spelled correctly, and **approximated spelling** is used for unknown words ("hunted" for "haunted", "gost" for "ghost").


Once upon a time there Was a Hunted Hose a gost lived in It. It Was a Scary one When ever anyone Went there It woled Scare It out.

One day a litel day went Inside and never came out. diS mom was Woied. She cold the Pelos.

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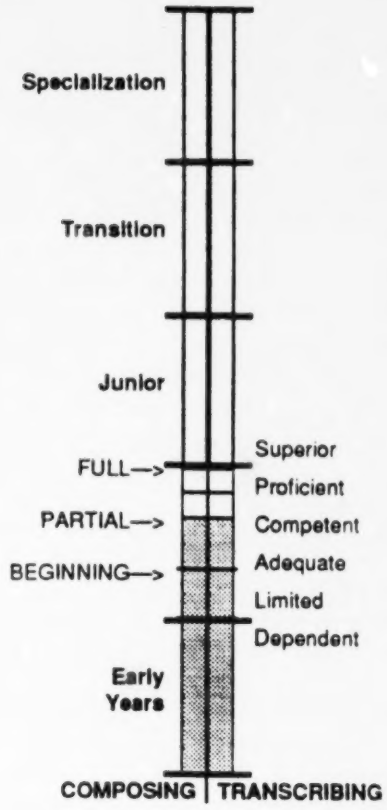
PRIMARY
Imaginative Writing

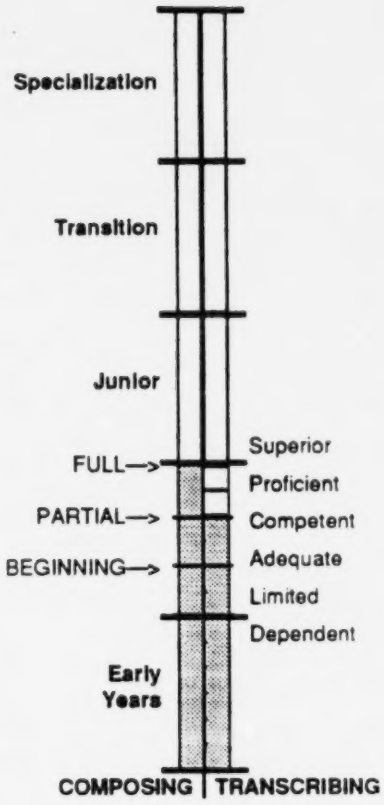


COMPOSING
The fairy tale is the model for this short, imaginative story. This primary student has written a story with **a logical story structure**, beginning with once upon a time and ending with a dramatic conclusion. The plot of the story is a familiar one that many children would relate to.

TRANSCRIBING
This primary student is beginning to demonstrate her knowledge of **sentence structure** by beginning some sentences with **capitals** and ending some of them with **periods**. This is demonstrated inconsistently througout the story. **Conventional spelling** is used for most familiar words and easily decipherable **approximated spelling** has been used for unknown words ("fiary" for "fairy", "tehre" for "there).

The magic fiary.

Once upon a time tehre
Was a magic fairy her
name was Pidsy. She was
the yogest one. all
the other fiarys P/Cked
on her So She went away.



PRIMARY
Imaginative Writing

COMPOSING

This imaginative story follows a logical sequence demonstrating the student's awareness of the need for a **beginning, middle and end** to a story. His awareness of story structure is also evident through his use of the beginning "Once there lived..." Although he uses **linking words** to connect ideas, a number of his sentences are **run-on sentences**, requiring further editing.

TRANSCRIBING

The student uses **capitals** and **periods** with increasing accuracy throughout his story. **Standard spelling** is used for many words, although a number of errors are still evident in the edited piece ("new" for "knew"; "midle" for "middle"; "couldn't of" for "couldn't have").

This primary student, after conferencing with peers and the teacher, was able to edit his work with increased accuracy. The student would be required to reread his story and edit it once more to ensure that all the conventions of writing have been corrected in order to display his work publicly. The student does not yet revise work to add details or make other revisions to the content of the story.

The sleeping groundhog

Once there lived a groundhog that wood not get up he wood sleep for millions of yers. he had a firend named sonec the heghog. he tryed to wak up groundhog but no luk but he wont wak up but something hapend one day groundhog was gon sonec new that he coodent of can away. so sonec went to find him finnle he found him in the midle of the souer hol so sonec brot him back and now he was not sleeping again he was a wak.

THE SLEEPING GROUNDHOG

Once there lived a groundhog that would not get up. He would sleep for millions of years. He had a friend named Sonec the hedgehog. He tried to wake up groundhog but no luck but he won't wake up but something happened. One day groundhog was gone. Sonec new that he couldn't of run away. So sonec went to find him. Finally he found him in the midle of the sewer hole so Sonnec brought him back and now he was not sleeping again. He was awake.

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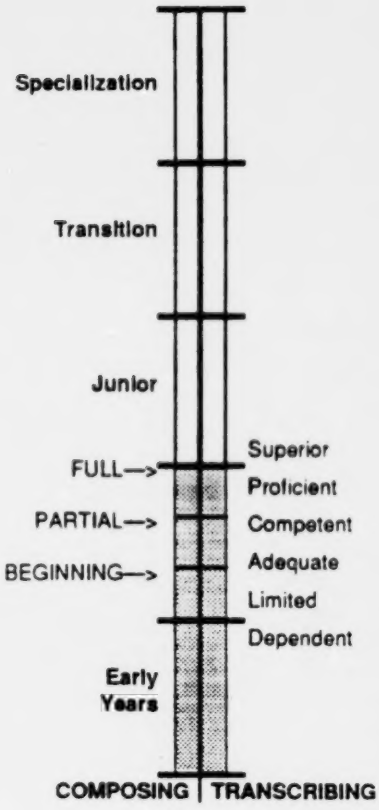
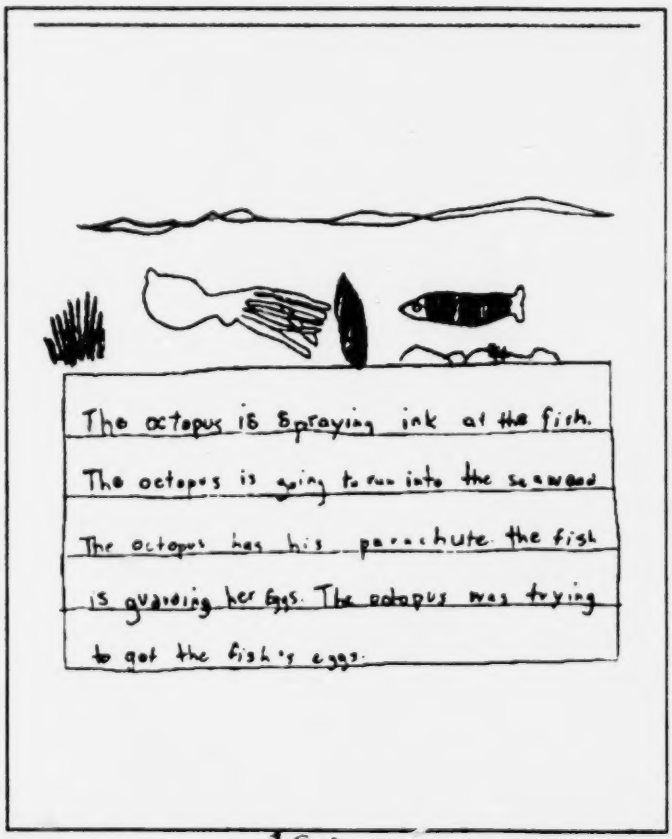
PRIMARY
Imaginative Writing



COMPOSING
The **illustration** serves as a plan for the student's creative writing below. The story explains the details in the illustration in **simple sentence** format. The story follows a **logical sequence**, outlining each event evident in the illustration

TRANSCRIBING
Sentences in this sample are complete thoughts which generally begin with **capitals** and end with **periods**. **Subject and verb agreement** is evident throughout and **standard spelling** is used consistently. The student correctly uses the **apostrophe** to demonstrate possession.



The octopus is spraying ink at the fish.
The octopus is going to run into the seaweed
The octopus has his parachute the fish
is guarding her eggs. The octopus was trying
to get the fish's eggs.

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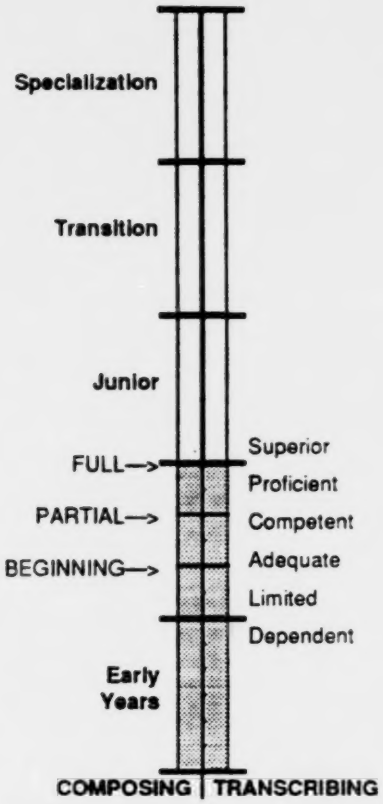


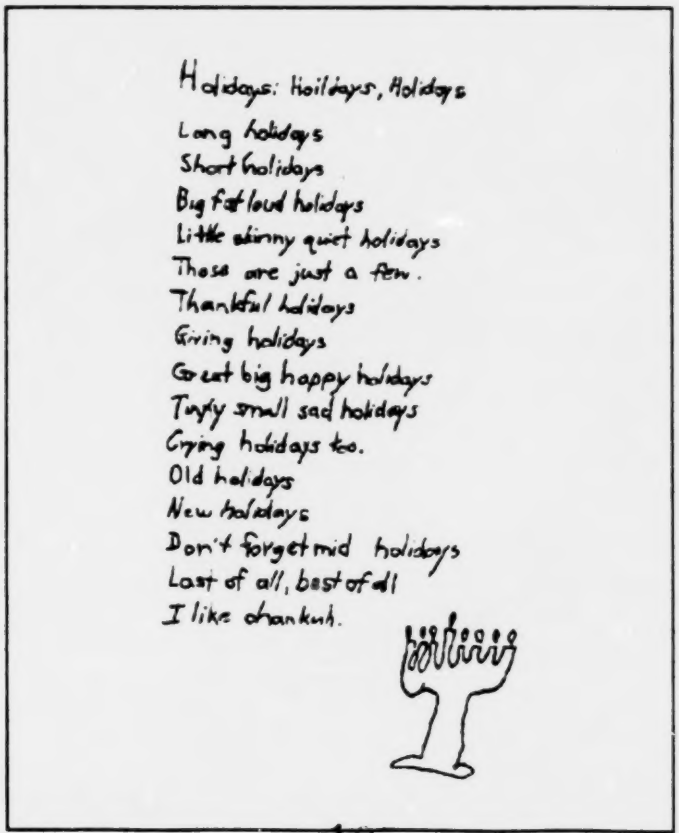
PRIMARY
Imaginative Writing

COMPOSING

Based on a model of a familiar poem, this primary student demonstrates her ability to create a poem using a known **pattern**. Her use of **adjectives** to describe "holidays" adds creativity to the text and demonstrates the student's understanding of how to paint a picture with words. The **illustration** is added to enhance the writer's message

TRANSCRIBING

The format of the poem follows the conventions of familiar children's poems. Every line begins with a **capital** and each complete thought is ended with a **period**. **Spelling** is generally correct, although the title contains **transposed letters** ("hoildays"). The writer makes good use of **adjectives** to bring meaning to her poem.



Holidays: Hoildays, Holidays

Long holidays
Short holidays
Big fat loud holidays
Little skinny quiet holidays
These are just a few.
Thankful holidays
Giving holidays
Great big happy holidays
Tinyly small sad holidays
Crying holidays too.
Old holidays
New holidays
Don't forget mid holidays
Last of all, best of all
I like chankuh.

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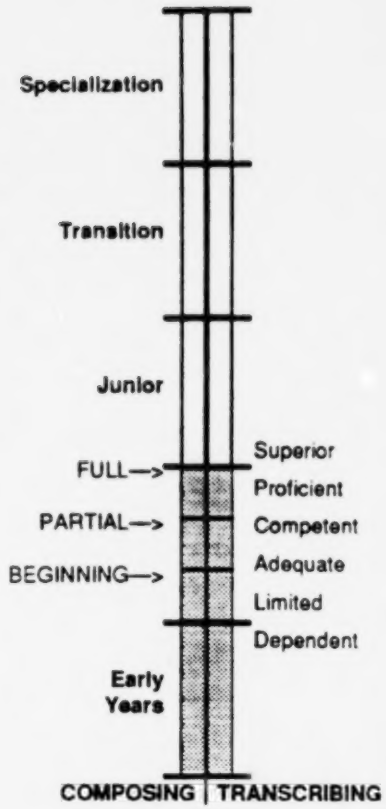
PRIMARY
Imaginative Writing

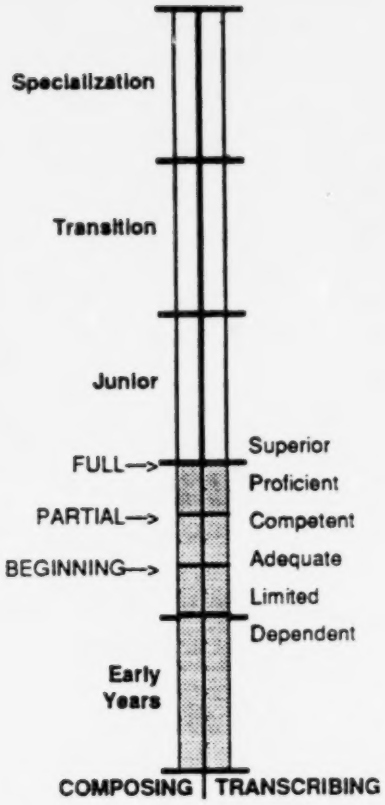


COMPOSING
This late primary child demonstrates his ability to follow a familiar poem **format** and create his own poetry using **repetition** of words and ideas to create the images he is developing. The poem follows a **logical sequence** and format.

TRANSCRIBING
Capital letters and **periods** are used appropriately in most cases in this sample of late primary poetry writing. The student uses **standard spelling** for most familiar words and **transitional spelling** is used for unknown words ("gona" for "going to", "frant" for "front"). The use of the **apostrophe** for contractions is used inconsistently.

The Snake Pome

A snake went behind me
A snake went in frant of me
I think hes gona eat me
I think hes gona eat me
If only I had an egg
I'm sure he would go for it
instead of me me me.
Maybe he would go for the egg
and maybe he would go for me
instead of the egg.
(I just made it up.)



PRIMARY
Imaginative Writing

COMPOSING

The writer demonstrates her awareness of **story structure** through her use of "Once upon a time" to begin her story. Her story maintains the narrative structure with a clear **beginning**, a **middle** section where a problem is described and an **ending** where the problem is resolved. **Linking words** are used to create complex sentences, and **adjectives** have been added in the revised/edited version to create a more descriptive story.

TRANSCRIBING

The edited version of the story demonstrates the writer's ability to use the basic conventions of written English. **Capital letters, periods, commas** are used accurately throughout the piece and **standard spelling** is evident in the final version of the story.

The writer has rewritten a draft with little description or detail and has tried to create a more imaginative, descriptive piece of writing through revision.The revised/edited piece demonstrates the author's ability to use **adjectives** to create a more descriptive story.

Once apon a time

Some Lions were going to a Lake. they were far from the Lake so they stoped at a farmers house. He said they could stay if they could catch the burgler that night they caught the burgler.

Once upon a time
Some nice Lions were going to a blue Lake. They were far from the blue Lakes, so they stopped at a farm house. The fat farmer with a blue shirt said that they could stay if they caught the clever burgler That night they caught the clever Burgler and put him in the Big Jail. The Fat farmer with the blue shirt thanked him and her.

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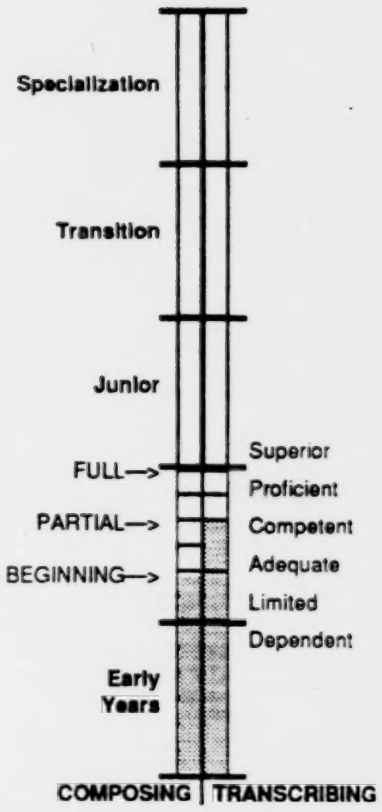
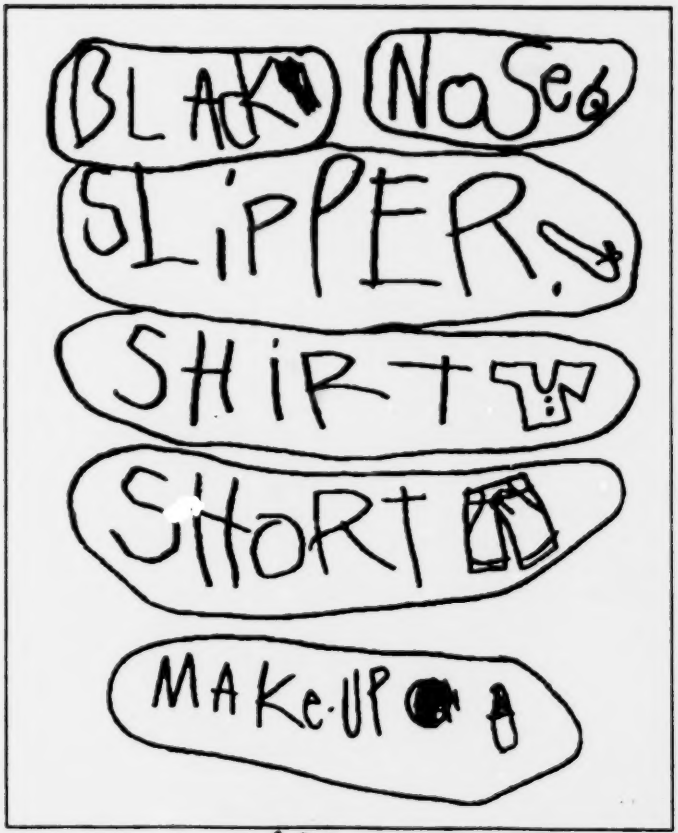
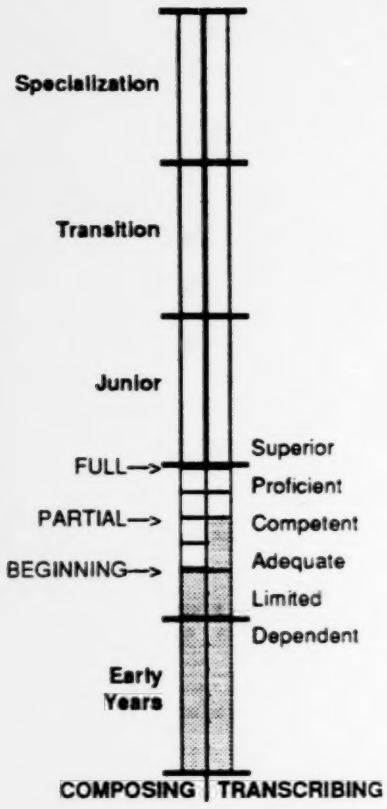
PRIMARY
Functional Writing



COMPOSING
The illustrated list of items demonstrates the student's ability to record, in a **list format**, a number of items of importance to her. Each item is listed and **illustrated** separately.

TRANSCRIBING
This itemized list demonstrates the student's awareness of the conventional **listing format** and her ability to use **standard spelling** for the words in her list. **Upper case** printing is combined with **lower case** in several words.

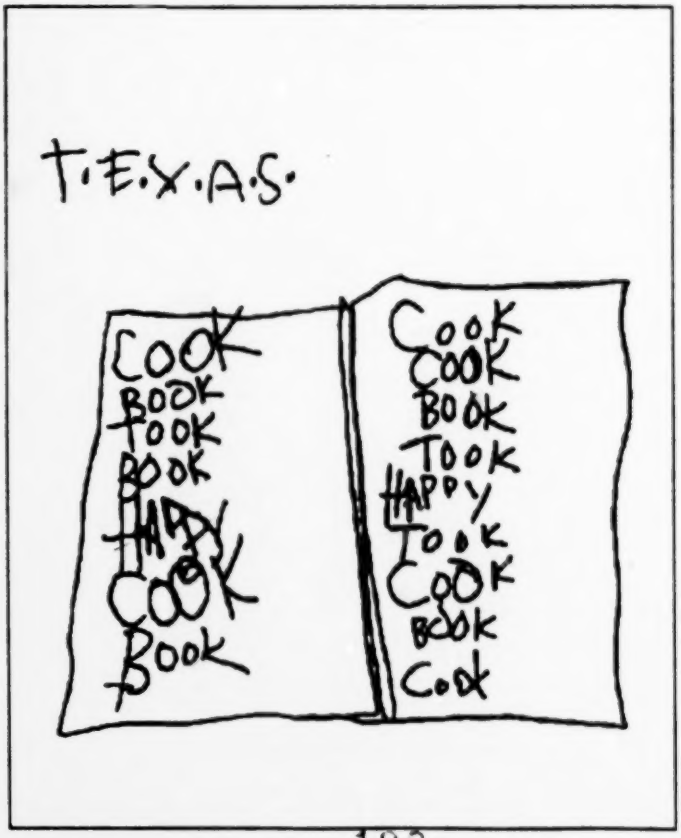




PRIMARY
Functional Writing

COMPOSING - BEGINNING
This primary student's list is an illustration of a student experimenting with informational writing. The **list format** is one way to record ideas when planning or reporting information.

TRANSCRIBING
This sample of **rhyming words**, and words with double letters ("oo", "pp") illustrates the student's beginning **awareness of phonics**. It is a simple **listing** of words familiar to the student.



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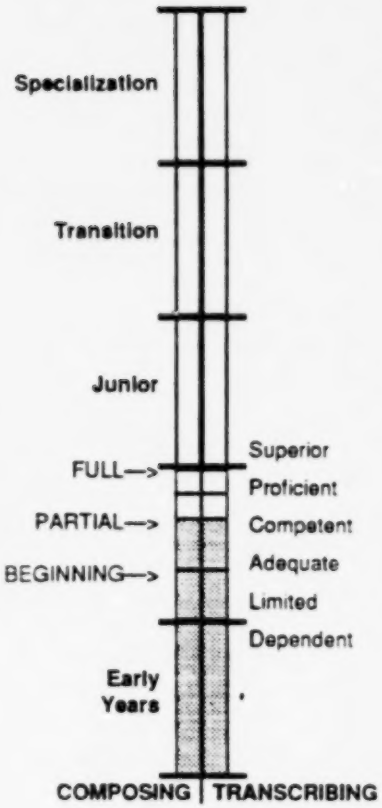
PRIMARY
Functional Writing

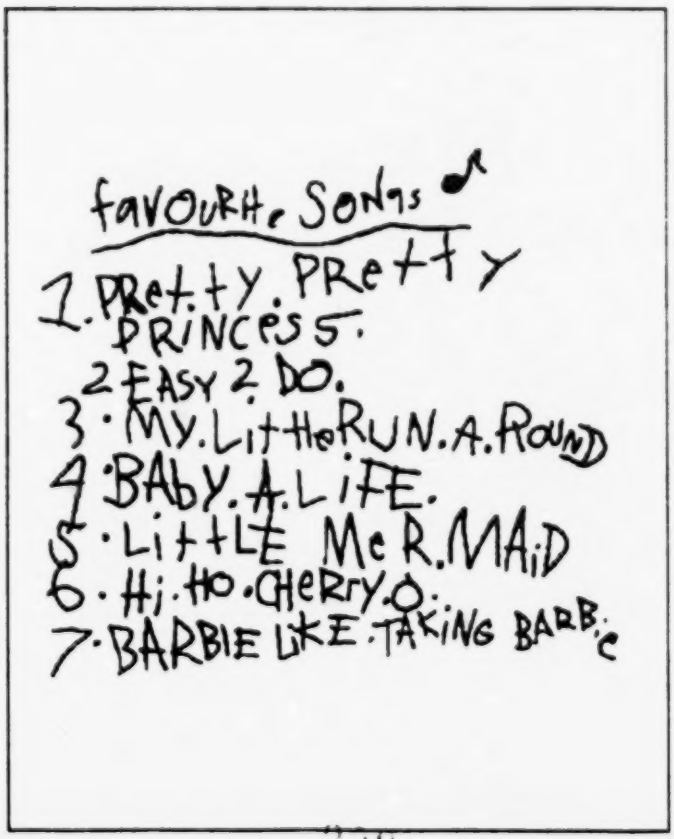


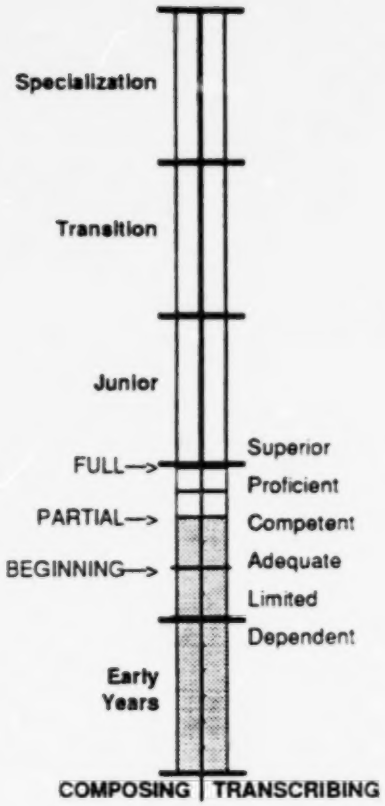
COMPOSING

This list of favourite songs is a demonstration of this student's understanding of the **list format**. She was able to **identify, number,** and **record in sequence** the titles of a number of her favourite songs.

TRANSCRIBING

The student demonstrates her ability to use the basic conventions of written English in this list of her favourite songs. Most commonly used words are spelled correctly, although the use of the number "2" for the word "to", and "A.LIFE." for "alive" illustrate the use of easily decipherable **approximated spelling** in this list. **Periods** are used as place holders throughout the piece, and **upper and lower case** letters are used inconsistenly in the words in the list.


favourite. Songs
1. Pretty. Pretty
PRINCESS.
2 EASY 2 DO.
3. MY. LittleRUN. A. ROUND
4 BAby. A. LiFE.
5. LittLE MeR. MAiD
6. Hi. ho. CHerry. O.
7. BARBIE LIKE. TAKING BARBie



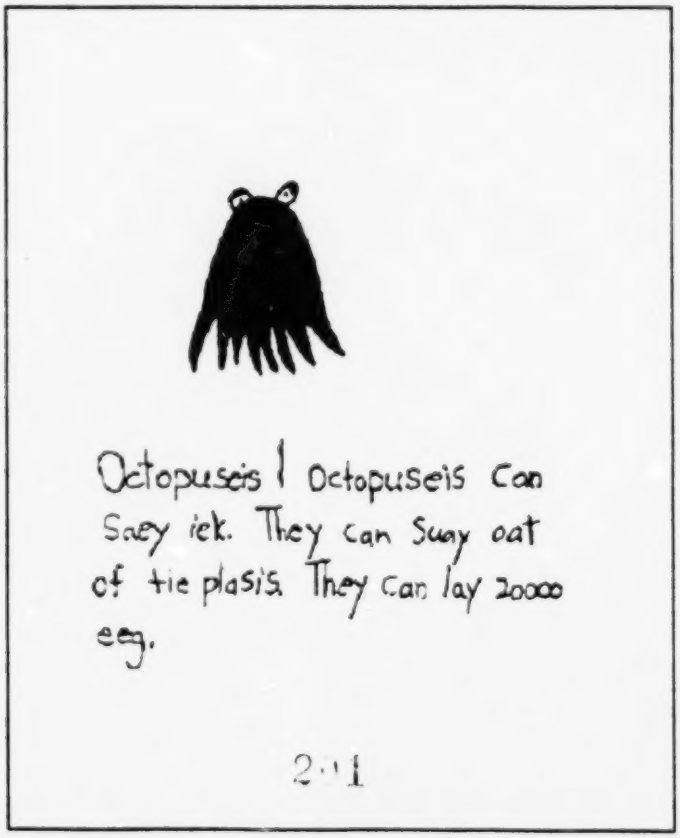
PRIMARY
Functional Writing

COMPOSING

This report on octopuses is an example of a primary research report where the student relates a number of different facts that he has learned about the octopus. The facts are stated in **simple sentences**, with a **drawing** of the octopus to enhance the writer's thoughts.

TRANSCRIBING

This student uses **capital letters** to begin each sentence and **periods** to end complete thoughts. His ability to use **standard spelling** is for familiar words is evident, and he uses **approximated spelling** for unfamiliar words ("eeg" for "egg", "plasis" for "places").

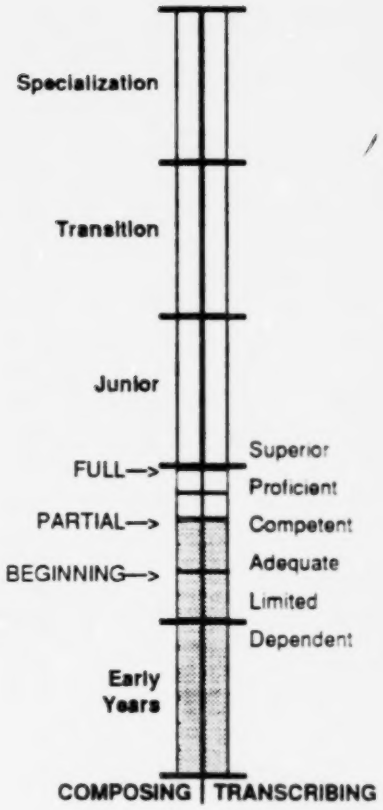


Octopuseis I Octopuseis Can Saey iek. They can Suay oat of tie plasis. They Can lay 20000 eeg.

2-1

Pre-release Version: Do Not Photocopy

PRIMARY
Functional Writing

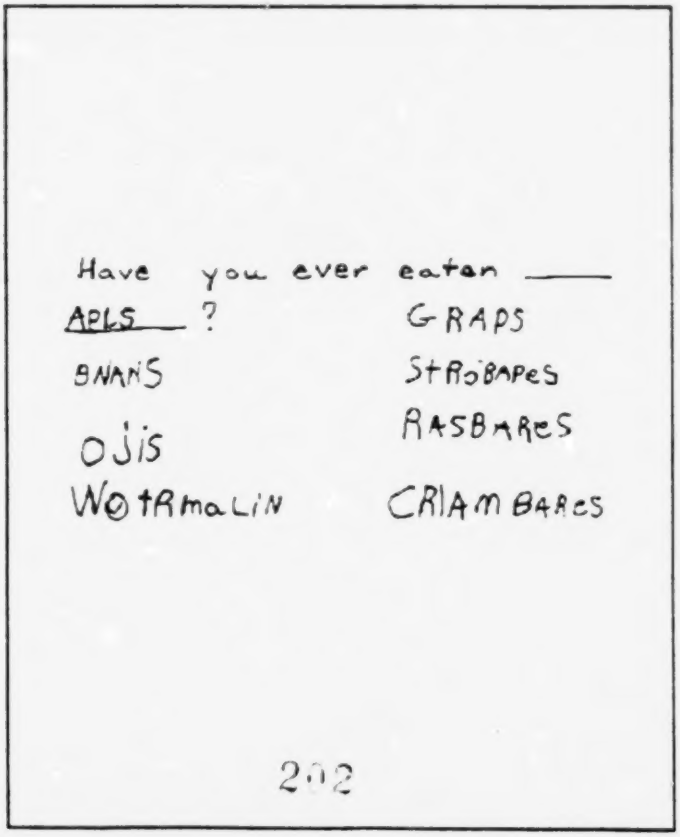


COMPOSING

This **questionnaire** is an example of a primary child's version of a survey. Several different fruits have been identified and listed to elicit a response from the classroom teacher and other children in the class.

TRANSCRIBING

The student demonstrates his understanding of the **survey format** in this questionnaire. Although the fruits in the survey are spelled using **approximated spelling**, the words are easily decipherable, showing his awareness of **initial, middle and final consonant** sounds. His use of the **question mark** is appropriate for the task, although it is incorrectly placed in the survey.



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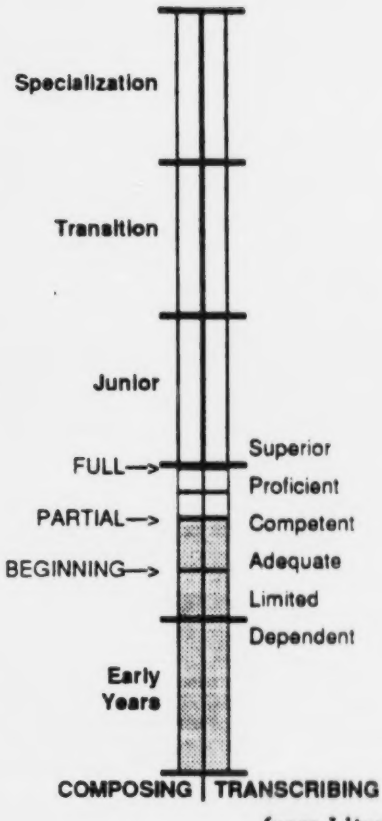


PRIMARY
Functional Writing

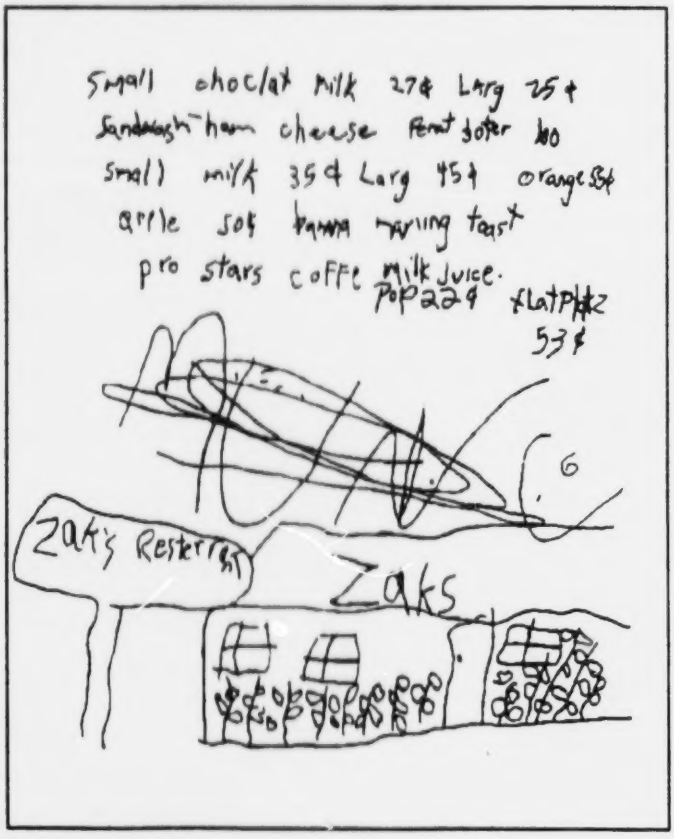
COMPOSING

This **menu** has been written for Zak's restaurant. It includes food items and prices and has been written to convey a message for the readers of the menu.

TRANSCRIBING

A primary student's awareness of the **menu format** is clearly demonstrated in this piece of functional writing. Many words are spelled correctly, and **approximated spelling** is used for unfamiliar words. The final "e" missing from the word "choclat" and "larg" illustrate the student's need to have this **spelling rule** taught to him during a mini lesson when conferencing with the teacher.

from Literacy through Whole Language


Small choclat Milk 27¢ Larg 25¢
Sandwich ham cheese Fruit Soper 100
Small milk 35¢ Larg 45¢ orange 55¢
apple 50¢ banana morning toast
pro stars coffe milk Juice.
Pop 229 flatPhtz
53¢
Zak's Resterant
Zaks

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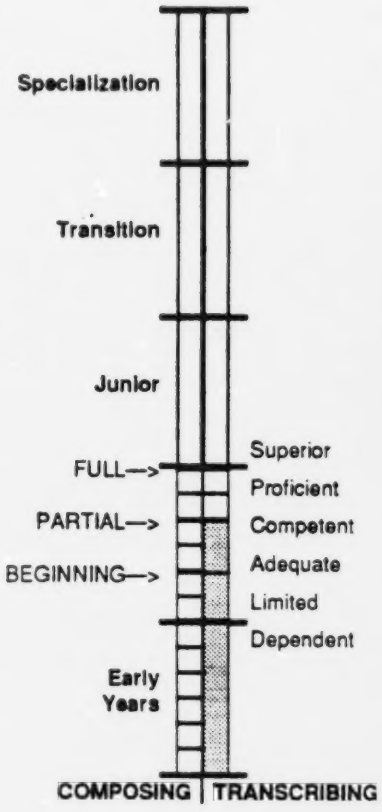
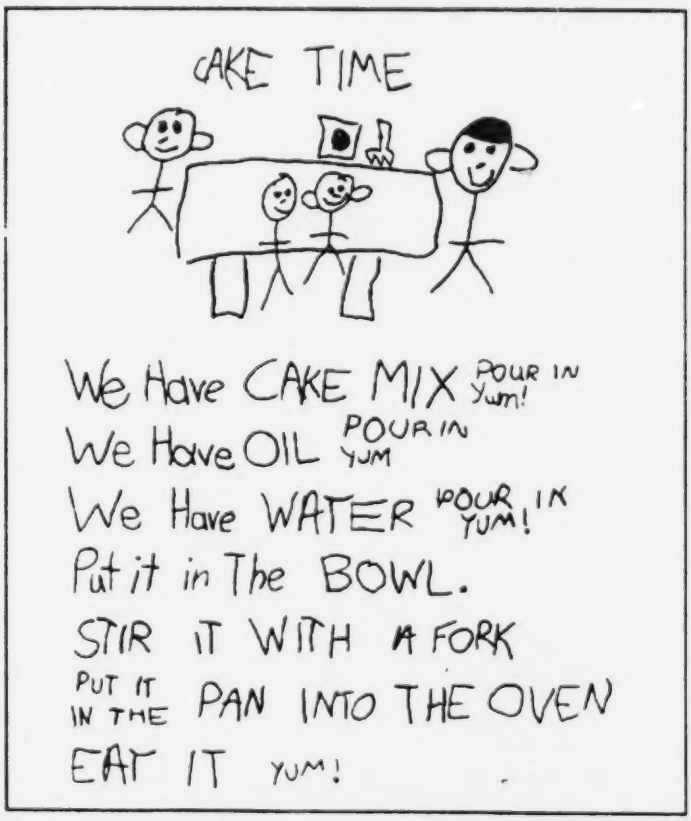
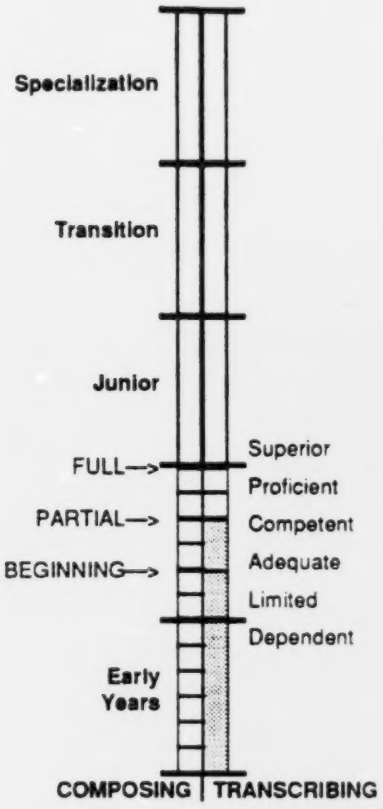
PRIMARY
Functional Writing



COMPOSING
to be added

TRANSCRIBING
This grade 2 student has rewritten her Cake Time story to make it **neater, more organized** and **easier** for her audience to read. She has edited her writing so that **upper and lower case letters are** used appropriately and has modified the **punctuation** to fit her new format.

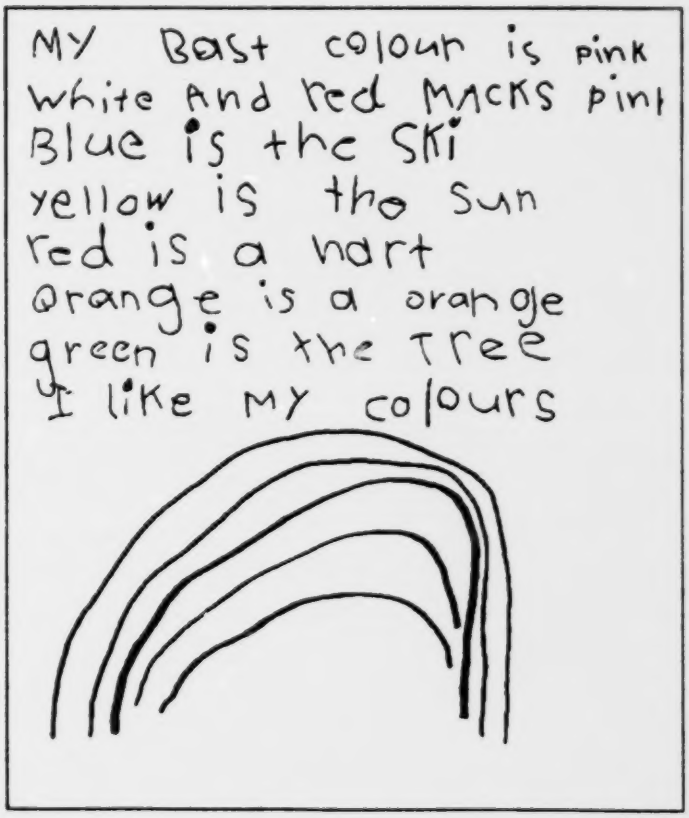

CAKE TIME
We Have CAKE MIX POUR IN Yum!
We Have OIL POUR IN YUM
We Have WATER POUR IN YUM!
Put it in The BOWL.
STIR IT WITH A FORK
PUT IT IN THE PAN INTO THE OVEN
EAT IT YUM!



PRIMARY
Functional Writing

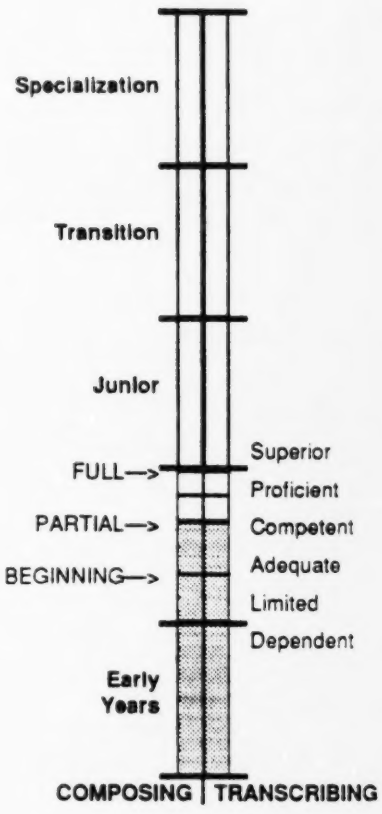
COMPOSING
to be added

TRANSCRIBING
This edited version of the previous description illustrates the young writer's attention to the **surface features** of her work. She has, with direction, rewritten her story in final form attending to **spelling** and **punctuation**. The format has been revised to provide the reader with a piece of writing that is better organized and easier to read.


MY Bast colour is pink
white And red Macks pink
Blue is the Ski
yellow is the Sun
red is a hart
orange is a orange
green is the Tree
I like MY colours

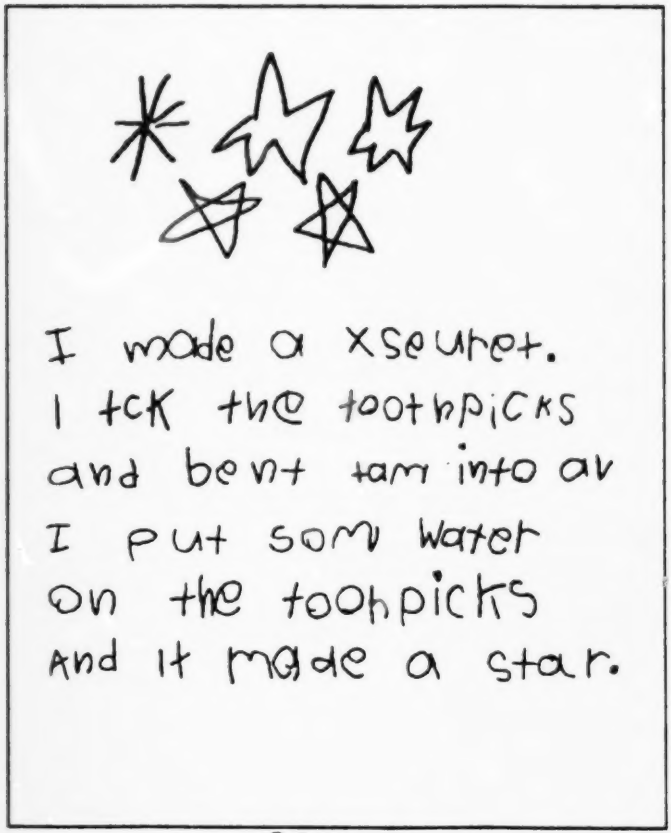
Pre-release Version: Do Not Photocopy

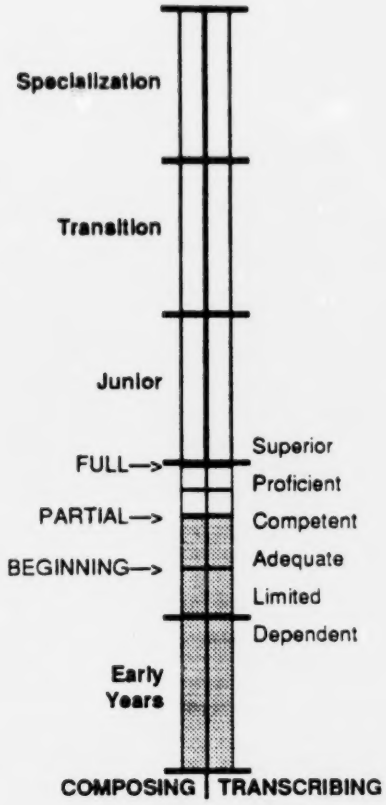
PRIMARY
Functional Writing



COMPOSING
This primary student has written an explanation of his experiment in order to display it with his work. He lists the steps of his experiment in **chronological order**, recording for the reader the sequence of the task. The **illustration** - like the diagrams displayed in sophisticated science experiments, adds meaning to the text.

TRANSCRIBING
The student uses **standard spelling** for many words in this science experiment with easily decipherable **approximated spelling** for unknown words. **Capital letters** and **periods** are used to begin and end sentences, and **upper and lower case letters** are used appropriately throughout the piece.





PRIMARY
Functional Writing

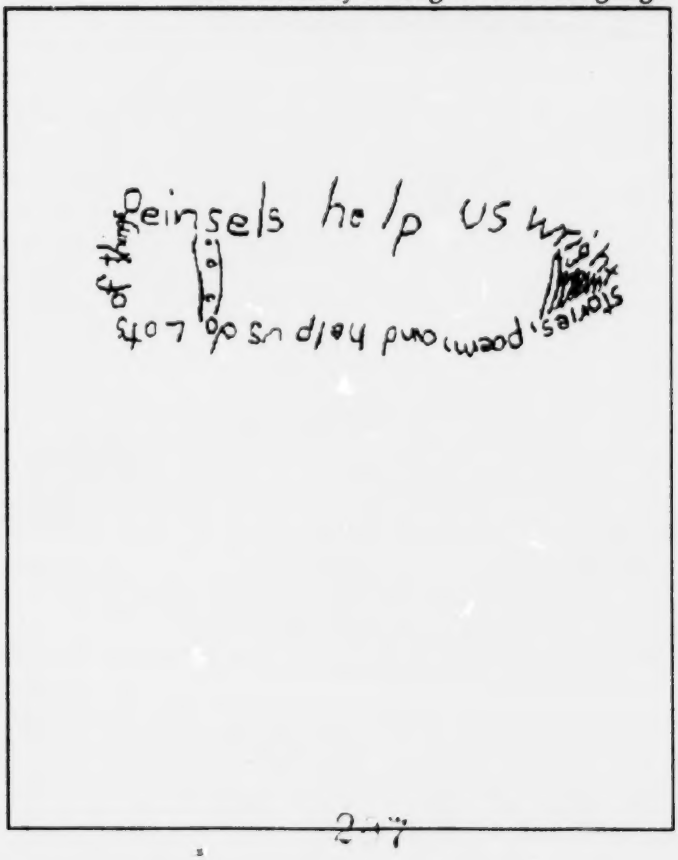
COMPOSING

This sample illustrates a creative writing format to convey information about the topic of pencils. It is an example of **visual writing** where the reader has to determine how to read the sample before being able to decode the message that has been written.

TRANSCRIBING

The student demonstrates his ability to use several of the basic conventions of writing in this creative piece of visual writing. Most words are **spelled correctly. Punctuation,** including the **comma** and **period,** and a **capital letter** to begin the piece are evidence of his beginning control of writing conventions.

from Literacy through Whole Language



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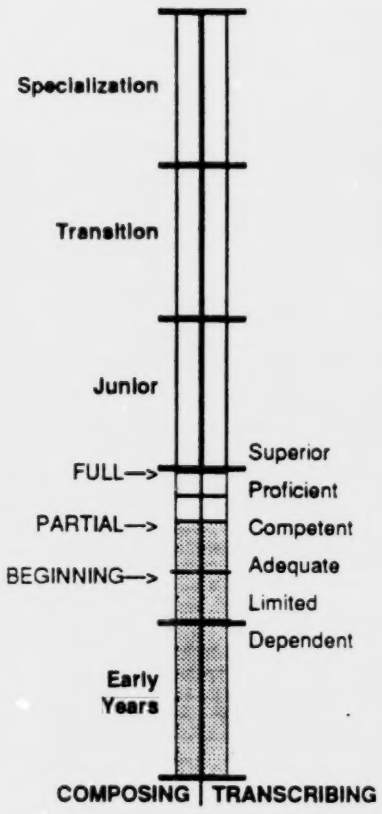
PRIMARY
Functional Writing



COMPOSING
This primary student uses her reading skills to find and then **copy** some technical information and adds her own information and **illustrations** to her report about Raccoons.

TRANSCRIBING
Capital letters and **periods** are used inconsistently in this writing sample. This primary student uses **standard spelling** for many words and easily decipherable, **approximated spelling** for unknown words ("fer" for "fur", "paly" for "play").

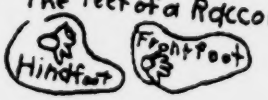
from "The Learner's Way"

Raccoons.

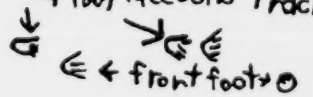
Procyonidae there are Six genera of animals that may be classed.

A Raccoon has a mask of black hair around its eyes this furry mammal eats fish and frogs that it catches in rivers and streams

The feet of a Raccoons.

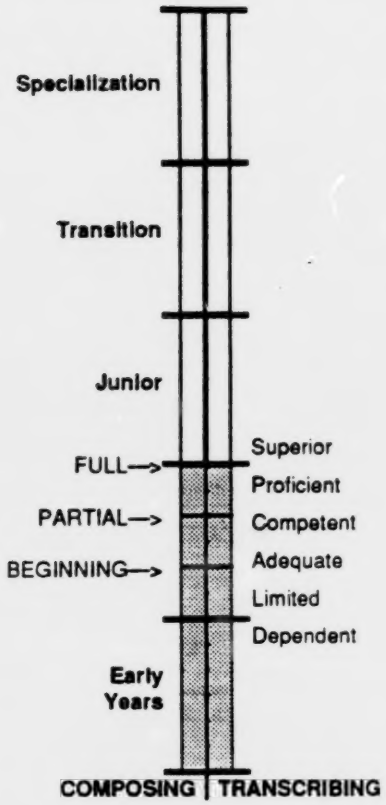


Hind foot Raccoons tracks



The Baya's Racoon's paly and

The Racoon's have baow Fer and blakstrips



from "The Learner's Way"

PRIMARY
Functional Writing

COMPOSING

This student demonstrates his ability to research information about fish and **summarize** it in his own words. The sample follows a **logical sequence**. The writer uses a variety of **sentence types** to make the report interesting for the reader.

TRANSCRIBING

In this sample, **capital letters** and **periods** are used correctly to begin and end sentences. **Standard spelling** is used throughout the piece. Subject and **predicate agreement** are still developing, as is the student's ability to use the **apostrophe** (fishes worst).

All About Fish.

There is 5 different kinds of fish. The 5 kinds of fish are called spring and coho and sockeye and chum and pink and that is all.

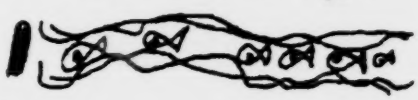
The fishes worst enemy is man. Men like to catch fish.

After the fish have come up the stream they spawn. [ik~] Spawning is hard work.

Fish die after they spawn. They stink after spawning.

I like to watch them spawn.

When the fish have hatch- and when they have turn- into fry they go to the ocean and in the ocean is lots of danger for the little fry. A female sokeye salmon can hold 3,000 eggs



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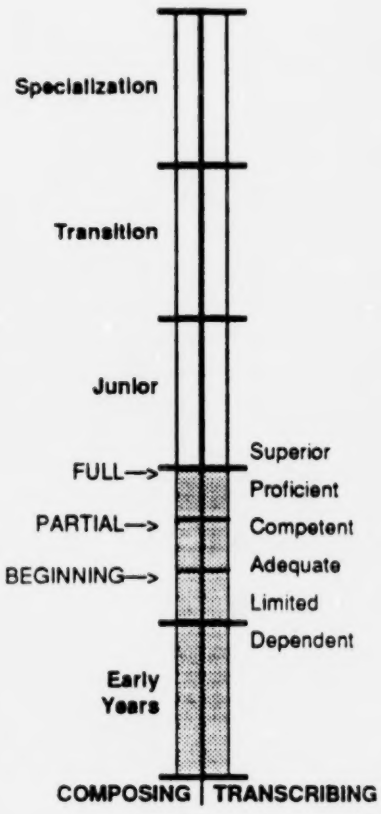
PRIMARY
Functional Writing

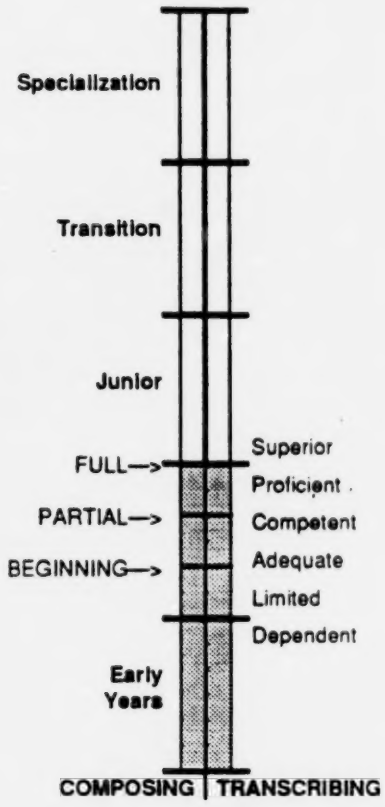


COMPOSING
This grade 3 student has written a research project to record the attributes of various horses. In this example, one chapter of the project describing the attributes of the work horse is reproduced. The student, after collecting information about various kinds of horses, lists the characteristics of the work horse in **simple sentences.**

TRANSCRIBING
The student consistently uses **capital letters** to begin each sentence and **periods** at the end of each complete sentence. The **contraction** "they're" is correctly used to replace "they are". She uses **standard spelling** throughout the report.

Work Horses

They work alot for people.
They're big and strong and big.
They're heads are black.
They pull a real lot.
They can not run a real lot.
They get real pretty.
They are Northern horses.



PRIMARY
Functional Writing

COMPOSING
This student has chosen to write a thank-you note to her teacher correctly using some common **elements of a letter** (salutation, signature). The letter is a **sequenced** description of an activity participated in by the student. The **linking word** "and" has been frequently used to connect the student's thoughts.

TRANSCRIBING
Standard spelling is used for common words and **transitional spelling** for less commonly used word ("scrached" for "scratched"). **Capital letters** have been used correctly for proper names and sentence beginnings.

Dear Mrs. Reinhart,

Thank-you for lending me your black crayon. I needed your black because of Halloween. We had a piece of paper and then we colour bright colours and then we used our black over top very hard and then we took our ruler and scratched it and made pictures if you know what I mean.

from Katrina

Junior Division Writing Outcomes

Junior Writing Outcomes

	Beginning Acquisition	Partial Acquisition	Full Acquisition
Writes to Express Personal Experiences and Imaginative Ideas			
Vocabulary	begins to experiment with literary vocabulary	uses and expanded repertoire of vocabulary	uses an expanded repertoire of vocabulary to communicate clearly and accurately
Organization / Style	attempts to combine the basic elements of story	develops a coherent story-line around a basic plot	writes stories that include some character development; writes complex sentences and begins to develop paragraphs
Form / Purpose	writes stories based on familiar stories, poems, and personal events	uses basic story and poem structures to express personal feelings and experiences	uses a variety of narrative forms; story, drama, poetry to express personal experiences and imaginative ideas
Planning	with teacher assistance, uses listing, storytelling to plan stories	with teacher input, uses charts and webs to plan stories	uses charts and webs to plan stories independently
Writes to Record and Investigate			
Vocabulary	experiments with functional vocabulary	uses an expanded repertoire of functional words	uses an expanded repertoire of functional vocabulary to communicate clearly and accurately
Organization / Style	functional writing is coherent	functional writing is coherent containing supporting details	writing includes some paragraphing and shows critical thinking
Form / Purpose	writes to inform and explain; records information using various formats	uses basic functional structures to report information in a clear, well-organized format	writes to explain ideas, to make notes on topics
Planning	uses pictures, lists, and oral retelling to plan writing	uses diagrams, charts, webs, to plan writing (with teacher assistance)	uses diagrams, charts, webs to plan writing (with little assistance)
Conventions of Writing			
Punctuation	begins to use commas and quotation marks (often inaccurately); uses other punctuation forms accurately	uses commas and quotation marks with increased accuracy; uses other forms of punctuation accurately	punctuates sentences accurately, including the use of commas and quotation marks
Spelling	uses standard spelling for commonly used words; begins to spell unfamiliar words accurately	uses standard spelling for a larger bank of commonly used words; shows increasing confidence and accuracy in spelling unfamiliar words	uses standard spelling for a larger bank of commonly used words and for words encountered less frequently
Grammar	recognizes and correctly uses the following parts of speech: nouns, verbs, adjectives, adverbs	writes subject-verb agreement; uses adjectives correctly to modify nouns	recognizes, understands and correctly uses the following: nouns, verbs, adjectives, adverbs
Handwriting	performs written tasks with increasing proficiency in written script	developing a personal style of cursive script	uses legible script efficiently
Revises and Edits Written Work			
Revises	begins to use suggestions of others to add detail and delete unnecessary detail; begins to re-read and re-write with teacher support	uses suggestions of others to add detail and delete unnecessary detail; often re-reads to re-write with assistance	adds detail, deletes unnecessary details after conferencing; re-reads to re-write with attention to ideas and expression
Edits	proofreads and edits with teacher and peer assistance; does not yet revise or edit during drafting	proofreads and edits with some assistance; begins to revise and edit during drafting	proofreads and edits using a variety of references (e.g., dictionary, thesaurus, word lists, peers, etc.) with little assistance; revises and edits some text during drafting
Publishes	prepares selected pieces of writing for publication independently, given selection criteria	prepares selected pieces of writing for publishing based on established criteria with support; beginning to articulate reasons for selection	prepares selected pieces of writing for publishing based on selection criteria independently; developing own reasons for selection

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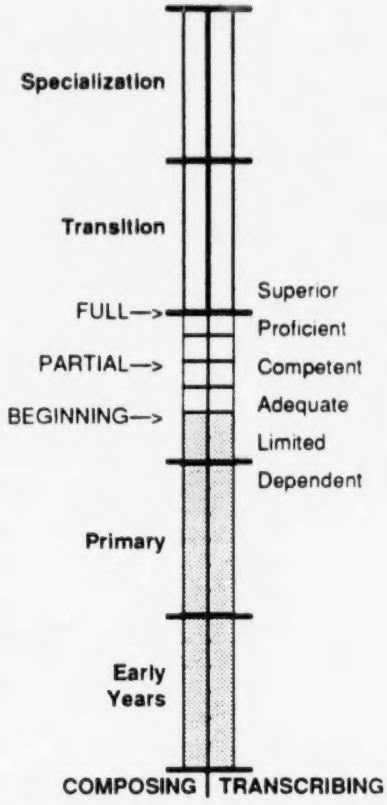
Junior Division Exemplars



JUNIOR
Personal Writing

COMPOSING

The writer introduces her **topic** through the lead sentence of her story. She uses **repetition** for emphasis and incorporates **phrases** encountered in reading in her writing ("So at this point"). Many sentences in this personal piece of writing begin with common **linking words** and linking words are found in a number of the **complex sentences** used in the sample.

TRANSCRIBING

The writer uses **capitalization** and **periods** appropriately to begin and end her sentences. She demonstrates her ability to use an **apostrophe** when using a contraction. **Standard spelling** is used for most words, with **approximated spelling** being used for unknown words ("ressece" for "recess"). **Quotation marks** for direct speech have not been used when direct speech has been written.

The most embarrasing day in my life.

Was when I had to go to the bathroom at school. But the teacher did not let me go to the washroom. And I had to go really badly but she still didn't let me. She said it was almost ressece. But I had to go really really badly and I couldnt wait till ressece. And so at this point I was ready to pee in my pants. And I had started to moan and groan and the teacher was getting mad. So she said fine go to the washroom, But be back in one minute. So I ran as fast as I could And I got there and when I was finished I got back to the class and it took me two minutes but the teache didn't care.

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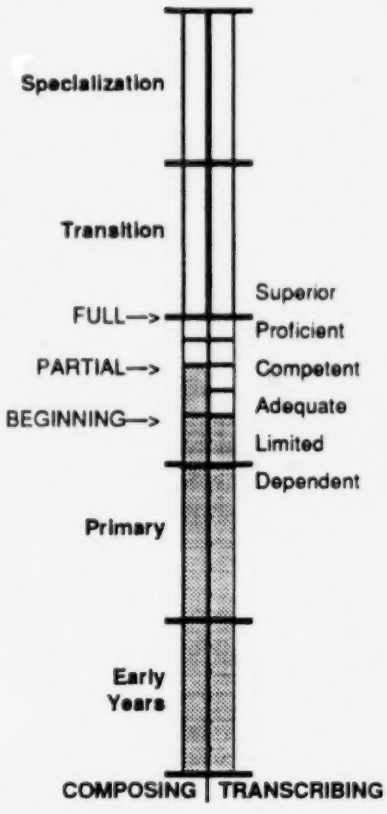
JUNIOR
Personal Writing



COMPOSING

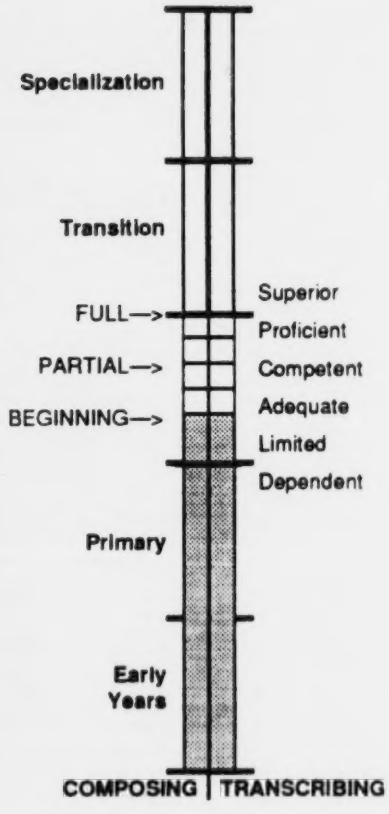
This writing sample was written to convey a message to the reader. In this piece of **expressive** writing the writer is able to reflect his **feelings and emotions**. He incorporates phrases a patterns observed in reading and listening ("Like I said") and uses a conversational style that reflects his **purpose and audience**. He selects appropriate words and phrases in order to convey his **mood**. He is beginning to use **linking words** and phrases and a variety of **sentence types**, including **compound and complex**.

TRANSCRIBING

The writer usually uses **capitals** and **periods** to begin and end his sentences. He is beginning to use **commas** with occasional accuracy and uses the **apostrophe** correctly. **Standard spelling** is used for commonly used words, with **approximated spelling** used for unknown words ("frind" for "friend"). **Subject and verb agreement** is evident in this writing sample.

Daryl

I really miss Daryl, he was my best friend. If I had all the money I would take the train to London just to see Daryl. Like I said he's my best frind. we always played sports together, but since he moved I'm never going to see him again. me and him went girl watching at the science center all the time. We were partnes on every trip.



JUNIOR
Personal Writing

COMPOSING

This chant is an example of grade 4 writing. A poem has been written using a **predictable pattern** selected from a poem encountered in reading and listening.

TRANSCRIBING

Standard spelling, punctuation and **capital letters** are used consistently throughout this patterned poem. Good control of **cursive script** is evident, although **manuscript printing** is used for most capital letters.

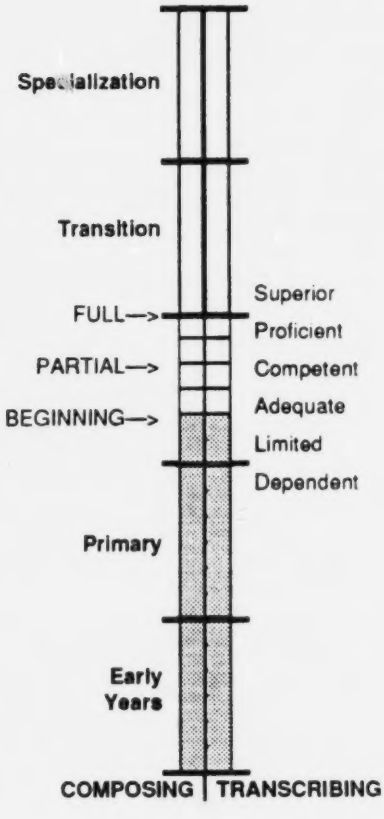
This student arrived from Sri Lanka in one year ago with some former English. This chant was written following an introduction and experimenting with the chant: JUNK FOOD, from Sonja Dunns book Butterscotch Dreams.

Best things

Best things
Best things
I love best things
I love sweet things
I can't stop.

Swat things
Good things
Better things
Lovly things
Pink things
Colowred things
Loving things
Everything

Best things
Best things
I love best things
I love sweet things
I can't stop.



JUNIOR
Imaginative Writing

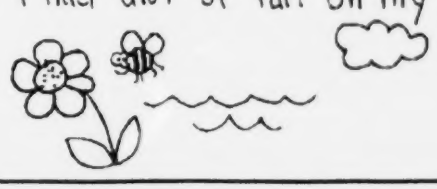
COMPOSING

This imaginative piece of writing is a descriptive piece of work by a grade 4 student. It demonstrates the student's ability to write **expressively**, using a variety of **sentence types** and **descriptive words** to create a picture of the setting in the reader's mind.

TRANSCRIBING

The student uses **standard spelling** for most words, although some words are still spelled incorrectly ("trial" for "trail", "bottem" for "bottom"). The student uses **commas** correctly to separate her thoughts and correctly uses **capitals** and **periods** to begin and end her sentences. She uses the **apostrophe** in "head's", but it is an incorrect use of the apostrophe. The story is an excellent example of the student's ability to use **adjectives** to enhance her writing.

When I walked down the trial high up on the mountain, I saw big white fluffy clouds, pretty purple and red flowers and fresh green grass. The season was spring and every thing smelled fresh, clean and sweet. Bees were buzzing every where and poking the little black heads in the sweet smelling flowers. When I reached the bottem of the moutain I saw a litte pool of clear water, so I took off my shoes and went wading in the little pool, after that it was almost the end of the day but I had alot of fun on my planet.



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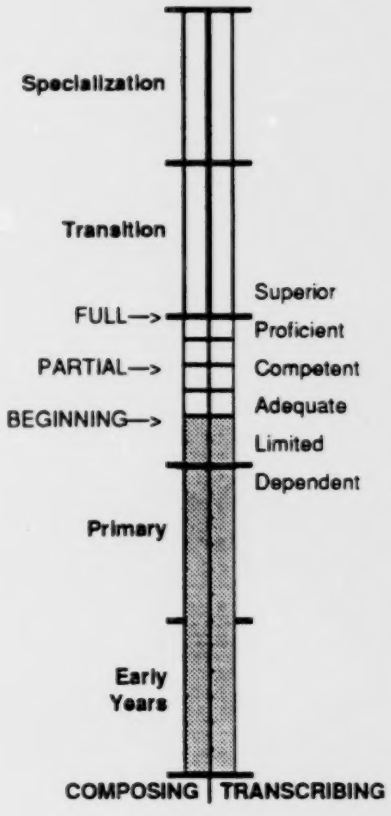
JUNIOR
Personal Writing



COMPOSING

This narrative piece of personal writing demonstrates the student's ability to record his thoughts in a logical, sequenced **chronology of events**. Although a recent arrival to Canada, the student has created a story that defines a problem he is having and a resolution to the problem. He has also used this writing to express his **feelings** about wearing glasses.

TRANSCRIBING

This piece of writing is an example of a Junior E.S.L. student who is beginning to overgeneralize the rules of written English prior to refining his writing skills. His **syntax, grammar**, and **sentence structure** are sometimes awkward, reflecting his stage of skill development in his second language. **Standard spelling** is used for commonly used words, **approximated spelling** is used for less familiar words ("laph", for "laugh"). **Punctuation** and **capitalization** is inconsistent, although the question mark has been used correctly.

My Glasses.

When I went to my friends house I played nintendo beside the tv. very long. The next day I came to school It was hard to see where I'm going so the teacher gived me the note to my parents my parents said to go to the doctor then I went to the doctor and he said that I need glasses. I was so embarrassed that I need to take my glasses to school. My mom told me to hury up. When I came I was scared that somebody will laugh at me but everything was fine then I thought why It was so hard to see? After school I asked my mom why it was so hard to see then my mom told me that I played nintendo to much best the tv when I went outside.

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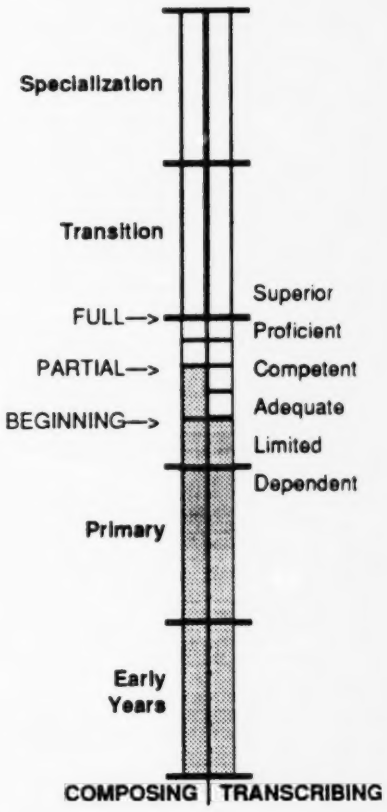
JUNIOR
Imaginative Writing

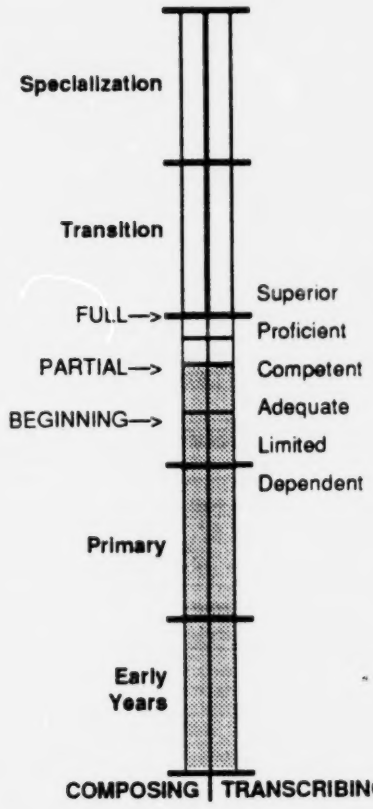


COMPOSING
The writer shows her emotions and feelings in this piece of personal writing. She uses a **variety of sentence types** including **complex and compound** and also uses linking words such as "and", and "but" to connect her ideas. The story is written in a **logical sequence** with a clear beginning, middle and end

TRANSCRIBING
Capitals and **periods** are appropriately used to begin and end each sentence. **Standard spelling** is used for most words, with easily understandable **approximated spelling** used for unknown words ("safisticated" for "sophisticated"). The writer uses the **apostrophe** for **contractions**, but incorrectly ("diden't") and does not use **quotation marks** when correct speech is indicated in the story.

An embarrassing Day

One day Amy was going to school. She was all proud of how she looked because she just got new glasses. She thought she looked so safisticated. But then when she came into her class everyone started laughing. The teacher told everyone to settle down. They finnally did. Amy felt so embarressed that she almost started crying. At the end of the day she went home and told her father her father said it doesen't matter how you look on the outside only on the inside. The next day she told all the kids that and they diden't laugh. After school she came home and thanked her father.



JUNIOR
Imaginative Writing

COMPOSING

This grade 5 student uses the fairy tale genre in an original form. She supports her main **character's mission** by introducing a mystery (the missing ruby). The **outcome** of her story is a result of her character's uriousity with is introduced in her opening paragraph. Her purpose, which she fulfilled, was to write a "**journey plot**". The story shows **logical sequence and resolution. Simple sentences** are the main sentence format. While sometimes incorrectly, she is beginning to organize her thoughts into **paragraphs**.

TRANSCRIBING

Capitalization, punctuation, and **quotation marks** are used correctly. **Nouns/verbs** agree, and **tenses** are used correctly, as are **pronouns**. Although **spelling** is generally accurate, some errors are made ("villiage" for "village", "slidding" for sliding")

Searching for the Ruby

In the villiage of Quebéc there lived a little girl named Monique. Monique loved Easter because she likes searching for eggs and other things One day in the villiage of Quebéc a red ruby was missing. The villiage people were talking about the missing red ruby. Monique was excited that the red ruby was missing.

Monique knew she would find the missing red ruby. Monique was searching for the red ruby all night. Day after day Monique was looking for the red ruby. Monique didn't give up she kept on trying to find the red ruby.

Monique spoted a strange man that was suspicious. Monique followed him every he went. The man went to a strange place the man said "Red Ruby." Then the door opened. There was a little clue for Monique to find the red ruby.

Monique thought the red ruby was in the strange place because the secret code is red ruby. Monique said "The code." The door opened. Monique went in. Monique followed him. The mar walked far. The man stopped. Monique saw him go in another door. There was no secret code. He pushed a button then the door opened. He looked back because he thought somebody was following him. But he didn't see nobody. He went father. Monique saw him take out a red ruby. A snake came slidding out. The snake bit him because he stole the red ruby. The villiage gave the red ruby to Monique because she found it. Monique and the villiage peopl lived happily ever after.

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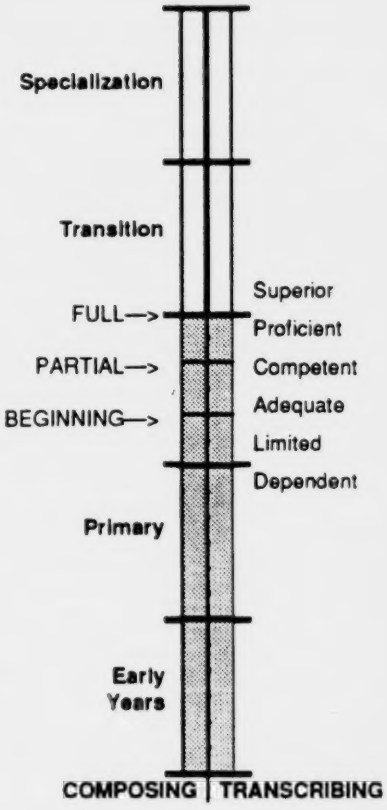
JUNIOR
Imaginative Writing



COMPOSING

This grade 6 student uses writing to express **feelings and emotions**. This short story illustrates her growing awareness of the issue of racism and how it affects children. She uses a variety of **sentence structures** including **complex sentences** and incorporates **direct speech** into her writing to develop the story-line.

TRANSCRIBING

This story demonstrates that the student has a good command of **standard spelling**. She uses **commas** and **quotation marks** accurately in **complex** and **compound** sentences. Some grammatical errors are evident ("camed" for "came", "racism" for "racist"), that reflect the student's **E.S.L. background**.

Moving!

One day a little girl named Melissa camed home from school and her mother said to her, "Melissa, in a week we are going to move to Vancouver" Melissa was sad, she didn't want to move to a new place. When it was the day to move, everyone in her neighborhood gave them a good-bye party. After when they were in Vancouver they started to unpack. When it was time to go to school, the kids were really mean to her because she was another colour. She had no friends but she didn't tell her parents. She knew the kids in her class was racism. After 6 months, Melissa's dad said they were moving back. And Melissa was delighted!

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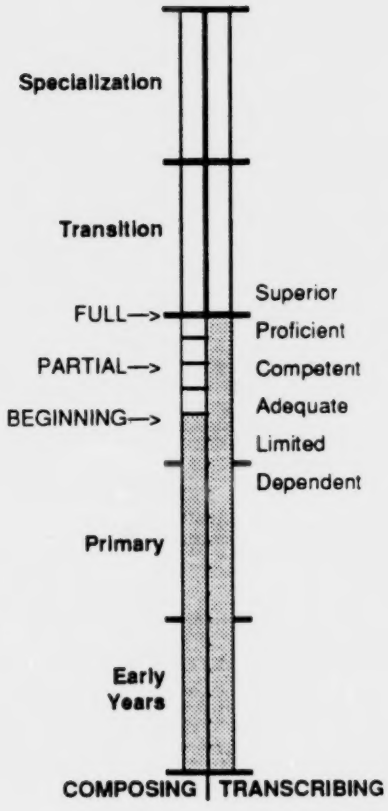


JUNIOR
Personal Writing

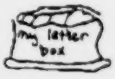
COMPOSING

This sample of personal writing demonstrates the writer's ability to express her thoughts clearly in logical **sequence**. She uses **descriptive language** and **illustrations** to enhance her ideas.

TRANSCRIBING

The student uses simple sentences that begin with a **capital** and end with a **period** to express her thoughts. **Standard spelling** is used throughout the piece. A few errors are evident in her use of conventions including the spelling of the word "neeling" for "kneeling" and a **run-on sentence**.

I have a penpal in Latvia Her name is Signe. She is 12 years old I love getting letters from her. Her letter always comes in an envelope with a picture of the front the picture is usually of a Latvian girl wearing the Latvian girl wearing the Latvian traditonal costume the girl is neeling under a tree



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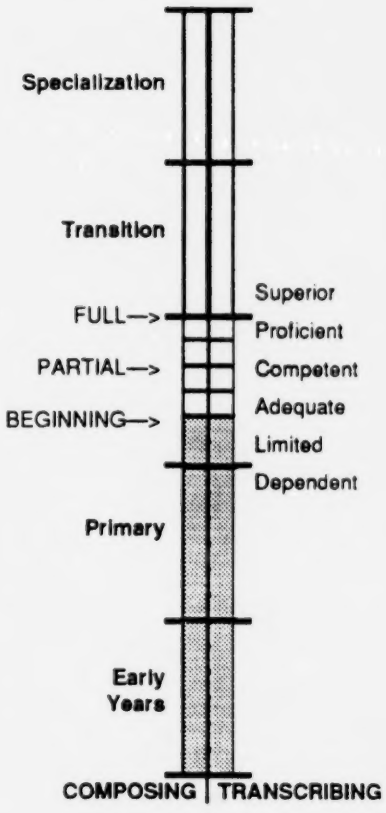
JUNIOR
Functional Writing



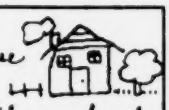
COMPOSING

This grade 4 student has written a report to describe his house. The account is correctly **organized into paragraphs**, although the writer still writes using mainly **simple sentences**. The report is written in a **logical sequence** based on the student's observations of his own home

TRANSCRIBING

The student is able to spell all words in the story correctly and uses **capital letters** to begin sentences and for **abbreviations** (V.C.R.) appropriately. **Periods** are consistently used to complete sentences. There is generally **agreement between subject and predicate** except for the last sentence where "is" is used instead of "are".

All About My House

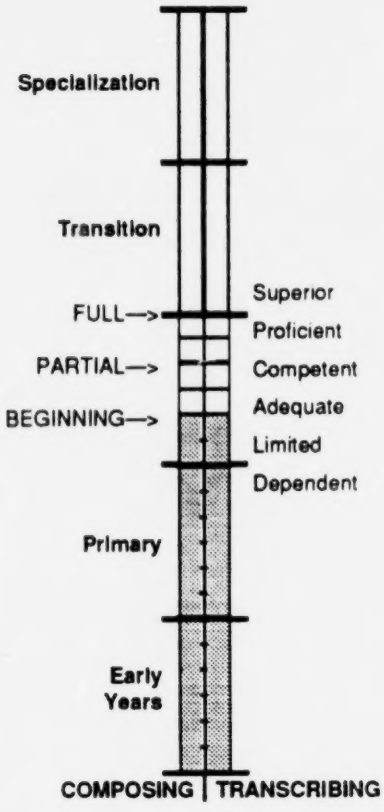


In my house there are three levels. One of the levels is the bedroom. Another level is the hall and the kitchen. The third level is the basement.

Up stairs there is a bathroom and three rooms. The first room is the master bedroom. Then comes the middle room. The last one is a tiny room.

The hall is very long. We keep the television and the V.C.R in the hall. To go from up stairs to the hall it takes fourteen steps.

In the basement there is a store room. When you enter the basement you will see it. In the basement there is a door to go out in the backyard. The washing machine and the dryer is in the basement.



JUNIOR
Functional Writing

COMPOSING

This research report is an example of a Junior E.S.L. student who has collected and synthesized information about a topic in order to write a report. The student is beginning to use **complex, compound sentence** and has separated his topic into a number of different **categories** in order to **structure** his writing. The report has a clear, **logical format** and structure.

TRANSCRIBING

This student uses **punctuation** and **capital letters** accurately in his report. **Word order** and **syntax** are sometimes awkward - a common feature of the writing of an E. S. L. student. **Standard spelling** is used for most words, with **approximated spelling** substituted for the word "vessels". The **homonym** "where" has been substituted for "were".

COCAINE

1. How was cocaine invented?
Cocaine is a natural product of a cocoa plant which is found in South America. South American Indians for Thousands of years where chewing cocoa leaves to satisfy their hunger and tiredness. The cocoa powder is much stronger than the leaf itself. People in the United States using cocaine since the 1990's.

2. How does it affect you?
Cocaine is a very powerful drug. Cocaine makes your blood vessils narrow. It raises your blood pressure.

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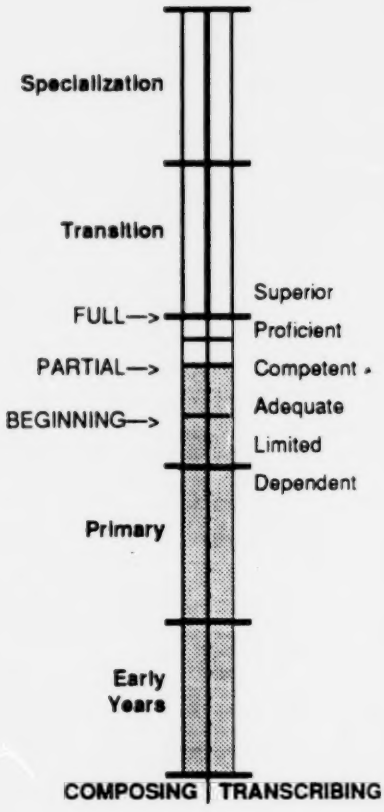
JUNIOR
Functional Writing



COMPOSING

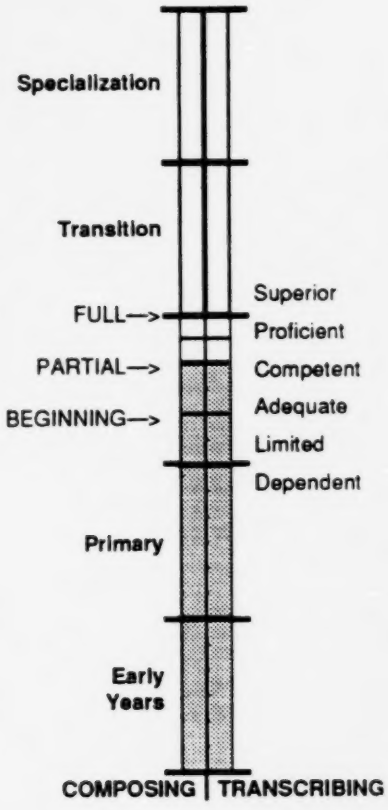
This book report is an example of a grade 4 student's writing. She demonstrates the ability to synthesize and report the **main idea** of the story, and summarize the **plot**. The student uses a variety of **sentence formats** and has organized her ideas into **paragraphs**. She states her **opinion** of the book, but does not go into **detail** to support her opinion.

TRANSCRIBING

This writing sample illustrates the consistent use of **standard spelling**. **Subject/verb agreement** and the correct use of **punctuation** are also demonstrated. Although the student uses the **apostrophe** correctly in some places (Mary Kate's), she does not yet consistently use it appropriately (Best Friends Club).

An intresting book I read in the month of Deamber was The Best Friends Club. Written by Jean Marzollo and illustrated by Steve Truss, this 84 page book tells the story about a young girl named Maria Lopez who would like to have a best friend. Maria was trying her hardest to become Mary Kate's friend, but because Maria couldn't think up a nickname for herself she could not join Mary Kate's Soda Can Club.

Time by time, Maria and Mary Kate became good friends for the rest of the school year. I would really like to rate this book with five stars ☆☆☆☆☆ standing for the best novel I ever read.



JUNIOR
Functional Writing

COMPOSING

This **persuasive** piece of functional writing illustrates the writer's ability to construct an **argument** against driftnet fishing. He reports the facts in the case in **descriptive, complex sentences**. The writer uses **linking words** such as "because" and "and". He is able to construct **paragraphs** to separate his thoughts

TRANSCRIBING

The writer uses **commas, apostrophes, capitals** and **periods** accurately. He uses the **exclamation mark** for effect at the end of the letter. **Standard spelling** is generally used throughout the piece, although the writer seems to have overgeneraralized about when to double consonants e.g. "wastefull", "verry". Some **approximated spelling** is still evident ("mammels", "curtins"). **Agreement of subject and verb, adjectives** and **nouns** is accurate throughout.

Dear Reader,

Driftnet fishing is a verry wastefull method of fishing going on in the center of the Pacific Ocean. Driftnetting is killing thousands of sea birds and mammles a year Some people call the nets curtins of death, because they are stretched right across the gray whale's migration route so that it makes it almost impossible for them to migrate without getting caught in the nets.

Many of the animals get caught in the nets and then they are thrown back in the water when they are half dead!

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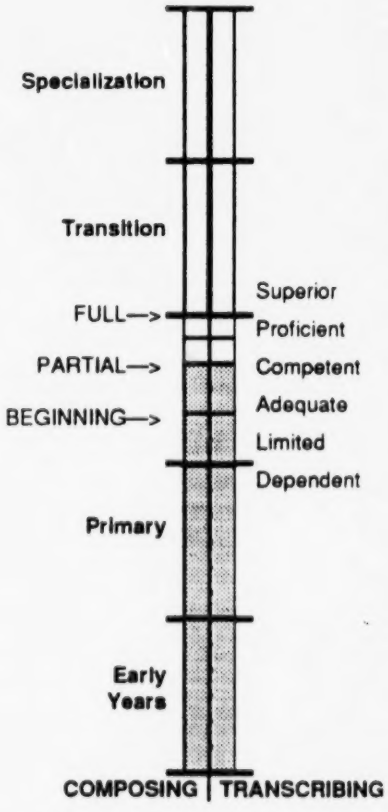
JUNIOR
Functional Writing



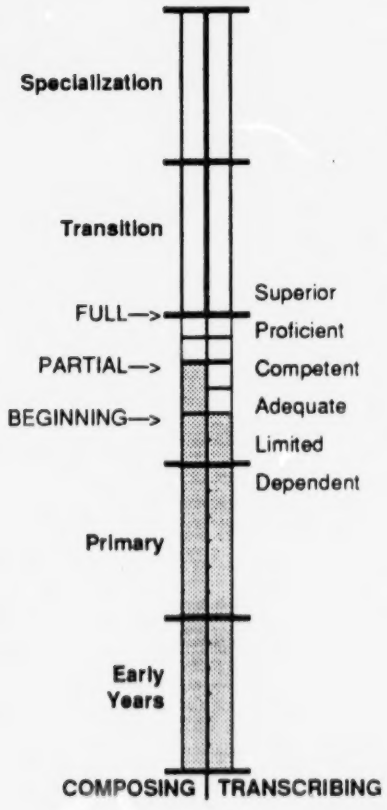
COMPOSING

The writer establishes and maintains a clear **purpose** in her writing. She has a good sense of **audience** and is able to express her ideas in **detail**. She uses a **variety of sentence types**, including **compound** and **complex** sentences. Her writing is **descriptive** and **logically organized**. **Linking words** like "because", and "and" are used to connect the writer's ideas.

TRANSCRIBING

Periods, capitals, commas and **exclamation marks** are used accurately throughout the story. The author uses the **apostrophe** correctly in the contraction "can't", but does not use it to demonstrate possession ("babies messes"). **Subject/verb agreement** is evident.

Being a parent is not a piece of cake! Kids can be so bad. They act up all the time and they talk back. They say no and they don't even obey. Parents can't go to the parties anymore because they have to stay home with the kids. Keeping track of your kids takes more time away from a parents plane. Parents have to earn more money. Parents have to buy clothes, diapers, food, toys shoes, blankets, and more and more toys. They even have to do all kinds of chores because they have to clean up all the babies messes. You have to remember it is not a piece of cake being a parent!!



JUNIOR
Functional Writing

COMPOSING

This report, written in a clear and **logical format**, was created by the writer to report on the information learned while completing a mathematics task. The report is the author's written **interpretation of the information** he compiled while creating a graph.

TRANSCRIBING

This junior student demonstrates the growing control he is developing over the conventions of written English. **Spelling** and **punctuation** are used correctly and **handwriting** illustrates a developing personal style of cursive script.

Graphing Heights

I measured 9 and 10 year olds who are in fourth grade I made a graph of heights. The people I measured were under five feet. Most of the 9 and 10 year olds were the same height. However none of the children in the same age groups were the same heights. This shows every child grows differently.

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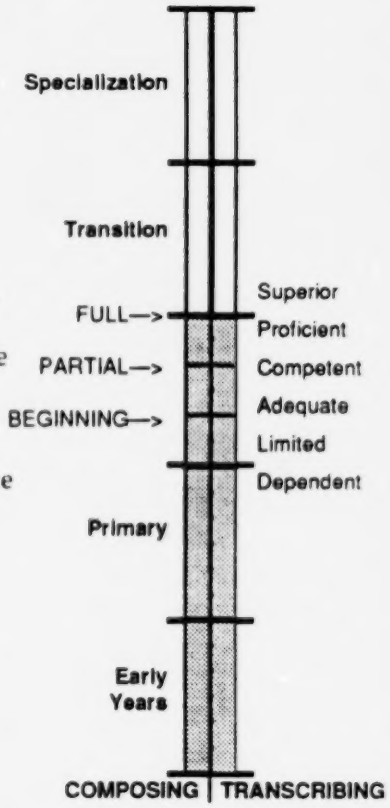
JUNIOR
Functional Writing



COMPOSING

This student has written a letter as a personal account of a school experience. In the letter she describes the experience and provides the reader with her own **opinion** of that experience. She has **structured** her letter to include all of the major components of a letter: **the return address, date, salutation** and **signature**. She has appropriately structured her writing into **paragraphs** and uses **compound** and **complex sentences**. The **computer** was used as a tool to create a neat, finished version of the letter.

TRANSCRIBING

The student has incorporated the appropriate structure for personal letter writing (**salutation, date**). **Vocabulary** is indicative of a personal letter. **Punctuates** sentences accurately including the use of **brackets, commas, colons**. Sentence structure includes **phrases, compound** and **complex sentences**. Uses paragraphs to structure writing. Composed and revised on the computer. Correctly uses **parts of speech**.

Monday November 30 1992

Dear Mom and Dad

Hi this year we are learning V I P this program is about belitting creating impressions decision making (drugs) and peer pressure We have already done belitting We learned about people and their feelings we have also learned about put-downs

Creating impressions was my favourite one We had to create other people with just looking at them We had to pick a person from each group and create a person I was one of the people who was picked I was Ms Know it all I had to dress up and people had to look at me and by my impressions they had to guess who I was

We have just finished decision making We had many people come to our class to talk to us like a police officer an ex-drug addict and others had come We learned about our values and our lives and about going on different directions Decision making really helps me by doing the right thing

We are starting peer pressure and it is neat! The school nurse came to our classroom and showed us videos about peer pressure There really isn't a lot to tell because we just started but even though I'll try to keep you up to date

Thank-you.

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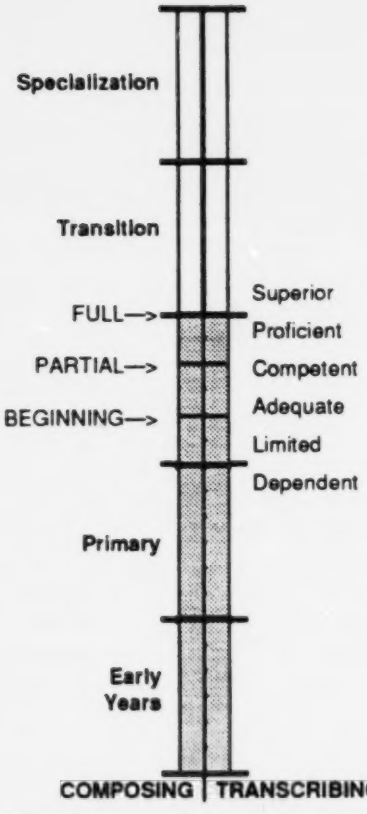

JUNIOR
Functional Writing

COMPOSING

This report on dinosaurs illustrates how the writer has used writing to review the learning that took place during an extended classroom project on dinosaurs. Her report is clearly written with key events in her learning highlighted. The writer **outlines the process** she used to complete her research in a **logical, organized format**. The writer uses **compound** and **complex sentences** and a number of **adjectives** to express her thoughts in this report.

TRANSCRIBING

The student demonstrates a good command of the conventions of writing. She uses **punctuation** accurately and uses **standard spelling** almost consistently throughout the piece.

Adjectives are used to enhance the meaning of the text and to create a more **expressive** piece of work.

We started learning about our topics, dinosaurs, rocks and minerals, volcanoes, fossils and earthquakes when we went on our first visit to the Hobberlin Museum. Mrs. Wolfson had told us that Mrs. Hobberlin was an archaeologist who had many interesting items and told fascinating stories. At first, we looked around at the many rocks and minerals, which were very unusual. After a few minutes, Mrs. Hetty Hobberlin called us and began her stories. They were incredable! Everyone's interest was captivated as Mrs. Hobberlin talked and showed us pictures of volcanoes and rocks. Her teaching method was fantastic, and I listened as Mrs. Hobberlin taught us in a fun way lots of information. I took notes on some of the interesting facts she was telling. After a few visits, we

oat everything there was
rocks, minerals, volcanoes,
. We moved into the
Once again, I was
e items which were
skeletons, I even had my
ide a Tyrannosaurus
s. Hobberlin's daughter,
ng the stories, stories of
urs and ancient reptiles,
. I was very interested
that was why I
y individual research
We were doing the
library, and books on
urs. Rocks and minerals,
and earthquakes were
o get our information
did step 1, which was
browsing. We looked over the books and

what we would
inosaurs. We got
was Brainstorming
r topic. I finished
on to Step 3,
ivided the words
Step 4 was
d open questions
was done that,
bout dinosaurs.
Hobberlin all
e doing our final
ng an oral and
also working
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e, logic, and
re fun. We
rlin and I
m the stories and
that dinosaurs
an be fun to learn about!

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JUNIOR
Functional Writing

COMPOSING
to be added

TRANSCRIBING
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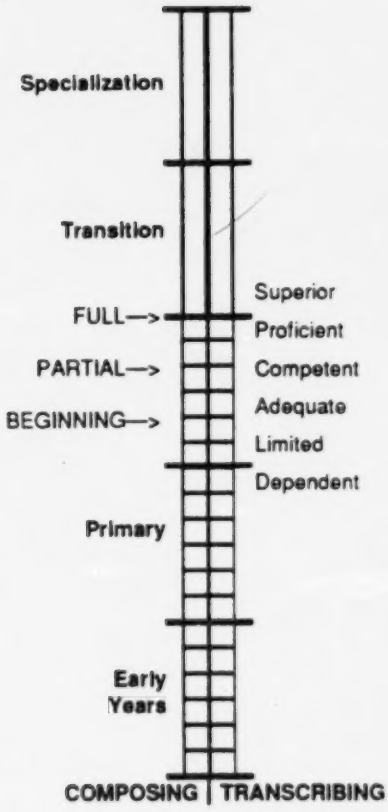
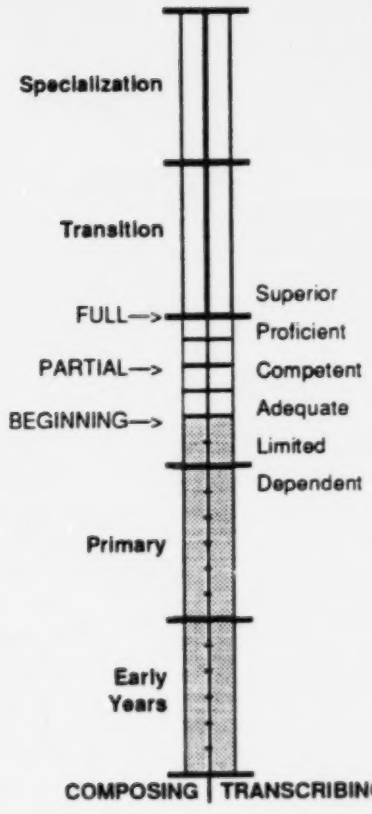


The Sun

If the sun had twenty eight grams of matter it could produce enough energy to melt more than a million tonnes of rock! The sun's surface can go up to 6,000 degrees centigrade. Now thats hot when you think of an oven going up to 450 degrees fahrenheit. If you went 200 miles from the sun you would be burned to a crisp unless you were in a shuttle. The sun changes matter into energy. The sun is about 93,000,000 miles from Earth. It looks bigger than the other stars because other stars don't shine at day because they aren't as bright as the sun and they are too far away from Earth.

The sun shines at night too, but its light is reflecting off the moon so we see the sun at day and the moon at night.
The sun is so important because if the sun didn't shine you and me wouldn't be alive. It would be too cold. You wouldn't see the moon either. It would be like living on Pluto. You couldn't watch the sun set and now you can see why the sun is so important.



JUNIOR
Functional Writing

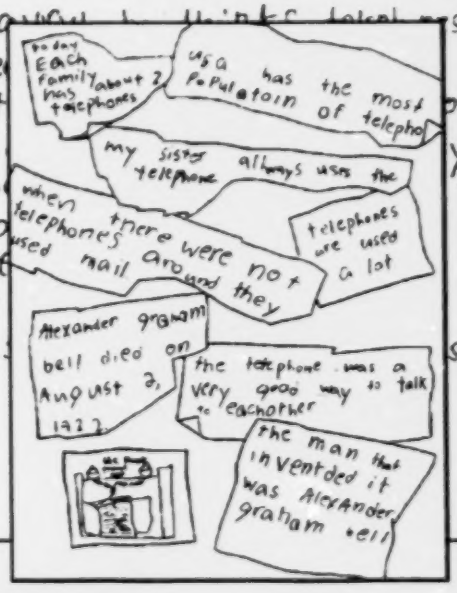
COMPOSING
This grade 4 student began his **research** by reading books about the topic of the telephone to gather data and information. He made **jot notes** about his research topic and then used these notes to write a **rough draft** of his report.

TRANSCRIBING
Paragraph form is beginning to be used, although **sentence format** is still simple. In the rough draft of the report several **spelling errors** are evident. After editing, the final copy demonstrates that the writer attended to the conventions of writing by **proofreading** and **correcting spelling** and **punctuation**.

Telephones are very usefull. One day in July 1874 Alexander Grahm Bell invented the telephone. Because Before telephones there were telegraphs, they were hard to understand. Now everybody understands telephones. But then one day Alexander Graham Bell died. He died on august 2, 1922. But there were telephones left behind but soon someone found out how to make one.

There are tonse of locations in the world that you can phone to. It is far far beyond 85,009,000 places. In the old days you would be very lucky to have a telephone. But now almost everybody has a phone. the Biqest company known for telephones is Bell Canada, In the 20th century someone made cables under the sea so people could talk over the sea.

Almost a[illegible] are gre[illegible] phones it[illegible] comunic[illegible] telephon[illegible] and so[illegible] machine[illegible] mesages[illegible] is the [illegible] but it[illegible]


today EACH family about 2 has telephones
usa has the most Population of telephones
my sister allways uses the telephone
when there were no telephones there were used mail around they
telephones are used a lot
Alexander graham bell died on August 2, 1922
the telephone was a very good way to talk to eachother
the man that invented it was Alexander graham bell

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Transition Years Writing Outcomes

Transition Years Writing Outcomes

	Beginning Acquisition	Partial Acquisition	Full Acquisition
Writes to Express Personal Experiences and Imaginative Ideas			
Vocabulary	experiments with different vocabularies	uses a variety of vocabularies	uses a variety of vocabularies for specific purposes
Organization / Style	writes stories that include well-structured paragraph development and character development; uses complex sentences appropriately	writes well-constructed narratives with consistent characterization, time and place; uses sentence structures for specific purposes	writes well-constructed narratives with well-developed characterization and setting; uses repertoire of sentence structures to enhance writing
Form / Purpose	uses a variety of narrative forms to express own and other's ideas, feelings, experiences	begins to use literary conventions: mood, suspense and figurative language in narratives	uses the literary conventions with increased skill to write imaginative stories
Planning	uses lists, charts and webs to independently plan stories	researches details in conjunction with the plan	revises the plan based on the connected research
Writes to Record and Investigate			
Vocabulary	uses a variety of functional vocabularies	demonstrates some awareness of the appropriate use of registers	uses appropriate registers for communicating
Organization / Style	writes using paragraphs, critical thinking and easily accessible organizational style	demonstrates some awareness of how content and style are adapted for the audience	adapts the style and content to the needs of the audience
Form / Purpose	writes functional pieces that are concise and well informed using appropriate formats skillfully	independently selects and uses appropriate formats to present information (letters, logs, reports, summaries, news)	demonstrates a repertoire of explanatory and expository forms to convey information
Planning	uses diagrams, charts, webs to plan writing independently	plans using material from more than one source of information	routinely researches information as part of the planning process
Conventions of Writing			
Punctuation	begins to use colons, semi-colons, apostrophes and abbreviations with some accuracy	frequently uses colons, semi-colons, apostrophes and abbreviations, with increasing accuracy	uses colons, semi-colons, apostrophes, abbreviations accurately
Spelling	uses standard spelling for most words used	uses standard spelling for words used; spelling of terms from specialized subject areas becoming more accurate	uses standard spelling for words used, including terms from specialized areas
Grammar	recognizes and demonstrates a beginning use of pronouns, conjunctions, clauses, phrases and tense	shows an increasing understanding and use of pronouns, conjunctions, clauses, phrases and tense	recognizes and uses pronouns, conjunctions, clauses, phrases and tense
Revises and Edits Written Work			
Revises	rereads to rewrite with attention to ideas, structure, style, vocabulary, and expression, with support; begins to analyze written work independently	rereads to rewrite with increasing skill with attention to ideas, structure, style, vocabulary and expression, with support; analyzes written work independently using suggestions of others	independently rereads to rewrite, analyzes written work incorporating ideas of others
Edits	proofreads and edits using a variety of references; begins to revise and edit words, ideas and expression during draft writing	proofreads and edits using an increased bank of references; revises and edits words, ideas, and expression during draft writing with increasing skill	proofreads and edits independently using a variety of references; independently revises and edits words, ideas and expression during drafting
Publishes	prepares selected pieces of writing based on self-selected criteria; articulates reasons for criteria and selection with support	prepares, with increased independence, selected pieces of writing for publication; articulates reasons for selection	independently prepares selected pieces of writing for publication; clearly articulates reasons for selection criteria

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Transition Years Exemplars

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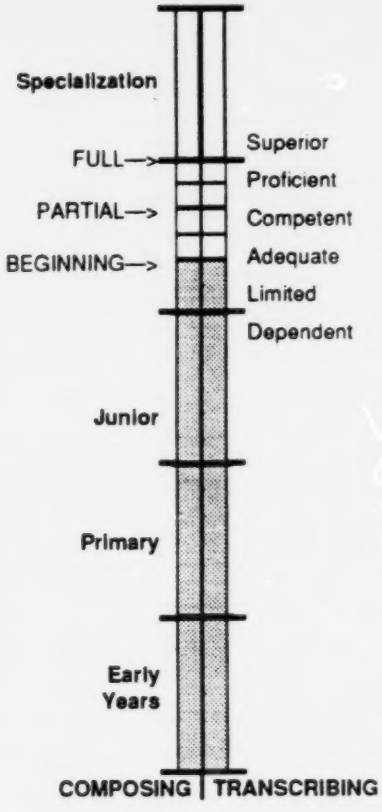

TRANSITION
Personal Writing

COMPOSING

This expressive piece of writing, created to describe the personal experiences of the writer, demonstrates his beginning use of **descriptive phrases, figurative language, adjectives** and **adverbs**. The story has been organized into **paragraphs** where the writer deals with a number of events utilizing limited **transitions** between events.

TRANSCRIBING

The writer uses **standard spelling** and incorporates a number of **clauses** and **phrases** accurately in his writing. Although he uses a variety of **punctuation** forms in the story, he frequently inserts **commas** to set apart phrases and clauses when they are not needed.

<u>Skating and a Salad Bar</u>

As I stepped out onto the ice, I felt the way that a baby must feel as they prepare to take their first steps. I couldn't trust my feet alone, so I grabbed the arm of my skating companion, Anna. This wasn't my first time skating, but it had been three years since my last opportunity. I did a few laps around the arena, slowly but cautiously, and managed to prevent myself from falling. By the end of the morning, I was racing around in circles as if my skates were on fire.

Next, we were off to the bowling alley. When we arrived at Thorncliffe Bowlerama, the other half of the group wasn't there yet, so we decided to eat lunch. Somehow, I ended up in the small restaurant beside the Bowlerama, with Mr. Henry and Anna. After I ordered what Mr. Henry called a 'typical teenage meal' of onion rings and a coke, he spent twenty minutes ranting and raving about how excellent the salad bar was. During all of this, all that I could think about was that I must look like a total nerd in the tacky, red and green bowling shoes with my shoe size that I was wearing on the back .

After lunch, I went on to play five pin bowling. In my first game, I bowled a 98. Not too impressive. In the second game, I got a strike and I started to jump up and down. It took two people to make me calm. Unfortunately, this game was stopped halfway through because it was time to leave.

Mr. Henry was still talking about the salad bar the next day.

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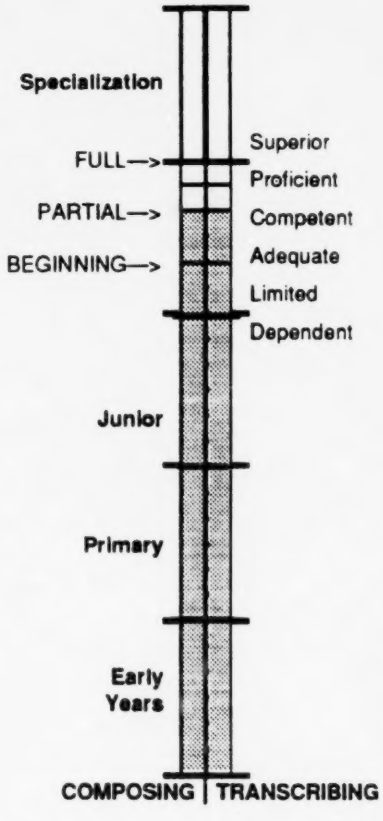
TRANSITION
Personal Writing



COMPOSING
In this personal account of a school ski trip the writers share with the reader their emotions and experiences in an **expressive, conversational** format. The writers have used a variety of **sentence structures** which they have organized into **paragraphs**. They have enhanced their writing by incorporating descriptive phrases, **figures of speech, adjectives** and **adverbs**.

TRANSCRIBING
The writers use a variety of **punctuation** including **contractions** and **direct speech** with increasing accuracy. **Standard spelling** is used for most words. The writers demonstrate their understanding of and ability to use **pronouns, conjunctions, correct tense** and **phrases** throughout the story.

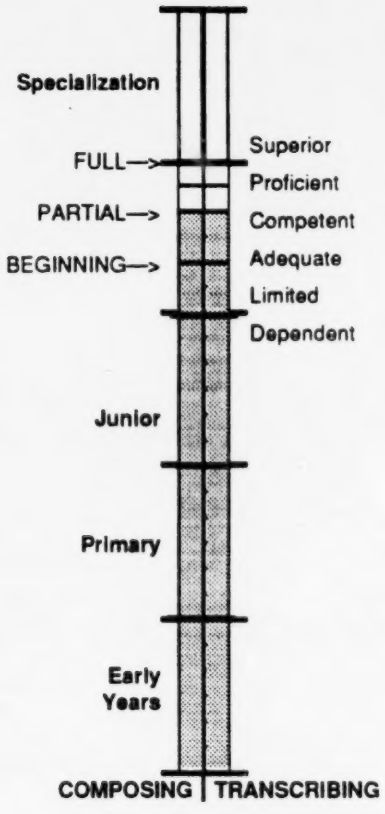
OUR TRIP TO ST. DONAT

Humans weren't made to get up before the sun. But we did anyway. The bus was full of tired, teenage travellers. Sad faces (and some very happy faces!) waved goodbye to their parents as the bus pulled out of the lot. The bus ride seemed to take forever to get there. Images and pictures of St. Donat flashed through our minds. The excitement began as soon as we entered Quebec. Our welcome was a huge snowfall! At the first sign of ski hills, we peed our pants(just kidding).

When we arrived, exhausted and hungry, the instructors were ready to direct us to our rooms. The next morning, we hit the slopes! Then came the moment of truth, could we actually SKI? (That's for us to know and you to figure out)

During our free time off the ski hill, Simi and I ventured out into the little town of St. Donat to mix and mingle. Ya right. In the post Office we had one of our most embarrassing moments. Our goal was to buy some stamps. Seems simple, doesn't it? Not in Quebec.
"Timb--ers seel voo play?"
The woman looked at us as if we were crazy. Sarah and I tried to hide behind each other.
"Would you like some stamps?" the woman said trying to hide a smile.
Bingo.

We'll never forget that moment. But apart from that, we had a ball. St. Donat was really fun and we all would gladly go back. These memories will be with us forever.



TRANSITION
Personal Writing

COMPOSING

This writing sample is an illustration of the writer's ability to use the **letter format** to provide the reader with personal, anecdotal information about her life. The writer's ability to organize her thoughts into **sentences** and **paragraphs**, and her use of expressive language are evident in this letter. A variety of **sentence structures** incorporating a number of **literary conventions** have been used in this example.

TRANSCRIBING

The writer demonstrates her ability to use a number of forms of **punctuation** and **grammar** throughout this sample. She uses the **apostrophe, quotation marks** and **parentheses** in her letter as well as **pronouns, conjunctions,** and **phrases** with increasing understanding and accuracy. The writer uses **standard spelling** with increasing competence although errors are still evident ("athelete" for "athlete").

September 15, 1992.

Dear Mrs. Taguchi,

I am now in the eighth grade of Milne Valley Middle School, soon going into a Catholic school close to me named O'Connor Secondary school. I'm already worrying about high school when I'm just starting grade 8. I am a bit of a worrier. Last year my grades had gone a lot lower then I thought they would. This year I hope to be working much harder, but there is one thing that I really have my heart set on since grade six. That is female athlete of the year. Even if I don't get it (since i probably have a lot of competition) it does not matter because I love to play sports and i will have fun doing it.

One of my favorite sports is hockey, I have been playing for six years, and on a boy's team. The boys don't make fun of me now. They treat me like one of the guys (except a few that grunt and say "uh! It's a girl!"). It's been kind of hard to get this reputation but since I've lived with two brothers I know pretty much about guys. (and that they like to walk around with only their boxers on!)

Since I have been talking about brother I should tell you about the rest of my family. All of my family is older. Robert who is 20 finally left to college in Ottawa. I guess I miss him since I mostly look up to him he is very good-natured and funny but he is also very irresponsible. The next one up is my sister, Ana, who is 24 is a great cook, and who I can not stand!! She is getting nicer but she still bothers me [illegible] that's sisters for you!!! Last but not least is the married one! Frank, who is 26 and just got married this August. My sister in-law is very nice and I am glad that my brother met and married her, her name is Sara. They have a wonderful condo up in Richmond Hill and I also miss him a lot. My mother is soft-spoken, smart and is from England. My father is Columbian (South america) is a good tennis player (I love to win!), and is a doctor. I love my parents both very much (and they can let me stay for another ten years). This has been a good year so far, and I hope it will be the best year in Milne Valley.

Sincerely,

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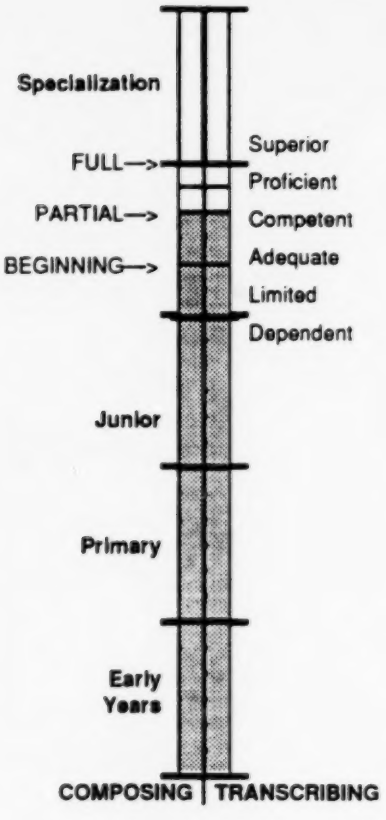
TRANSITION
Personal Writing



COMPOSING
The writer has chosen to express his beliefs about conserving the rain forest in a well-crafted poem. He demonstrates his ability to use **rhyming couplets** along with free prose to create the **mood** and **setting** of his theme. The **vocabulary** in the poem is sophisticated with **adjectives** used effectively to describe the setting.

TRANSCRIBING
The writer has good control of the conventions of written language. He makes good use of **conjunctions, pronouns,** and **clauses** to create the poem. **Punctuation** in the form of commas and periods is accurate. **Correct spelling** is evident for most words, although there is a need to focus on the use of the **apostrophe**—incorrectly used in the word "it's" and not used, but needed, in the last line of the poem in the word "loggers".

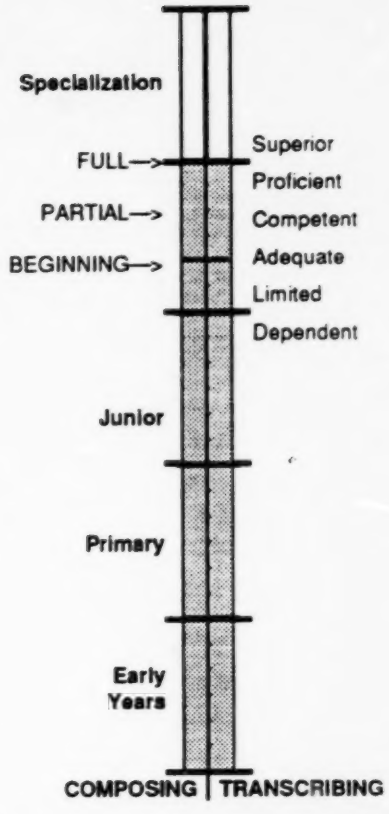
BEAUTY

Long ago,
The earth was green,
The grass was lush,
The air was clean,
And the pinnacle of the earth was the rainforest.

It's beauty was breath taking,
And the sights were dream making.
All the animals filled with joy,
With all the native girls and boys.

But then one day the loggers came,
And they became the ones to blame,
For the cutting of those awesome trees,
That carried so many luscious leaves.

We now must join and try to stop,
The mighty loggers deadly plot.



TRANSITION
Personal Writing

COMPOSING

This personal narrative is a thoughtful analysis of the mission statement of the North York Board of Education. The writer demonstrates her ability to interpret an abstract idea in her own terms, using her own set of beliefs and values. The writer skillfully uses a variety of **sentence structures** in this **well-planned, logically organized essay format.**

TRANSCRIBING

The student demonstrate good control of the conventions of written English. **Phrases** and **clauses** are used to enable her to create **complex sentences. Punctuation,** including **periods, commas, quotation marks** and **apostrophes** are accurately used. **Correct spelling** is evident for most words, although there is some confusion about the use of "their" for "they're" and "except" for "accept".

The Importance of the North York Board of Education Mission

The mission of the North York Board of Education is to empower every student to learn, to achieve success, and to participate responsibly in a pluralistic, global society.

To me this mission is a very important one, to all the students in the Board and to their future. It means that the Board wants to give the power of learning to every student in North York and make sure that they're learning what their supposed to. This goal might be hard for some to achieve, but if they do, it will change the students future entirely.

The Board also wants us to achieve success. This is also a very important part of our lives, achieving success. If we never know what success is like, we will be used to failing. Failing is good for learning lessons, but if we have already learned that lesson we shouldn't make the same mistake again. I think that the Board is trying to teach us that, to learn from our mistakes and to achieve our goals the next time around.

I think the statement "participate responsibly" means that whatever you are doing, you do in a responsible manner and take responsibility i what you do. One thing that is very important to teachers and the school, is the safety of the students. If we are to participate responsibly in activities we can't physically or emotionally hurt anyone, ever! We also have to take responsibility in what we do, for example get homework done when we are asked, and do the recommended amount of homework we are told to do.

The most important statement in this mission is responsibility in a pluralistic, global society. To me this is the most important because if there is one important lesson we have to learn in school, it would be to except people the way they are and not to judge people by their colour or race, but by the way they are inside. If you grow up learning that prejudice is right, then you will never survive in the real world.

I think the Board could polish these skills up, but over all I think they are doing a good job. Things like racism are hard to teach, people have to build those kinds of skills by themselves. Good job Board!!

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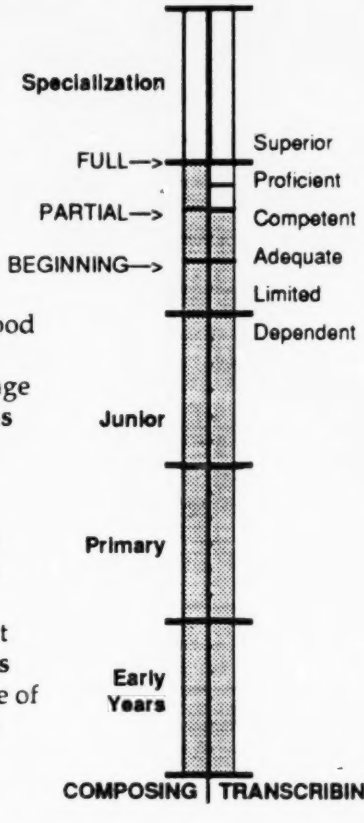
TRANSITION
Personal Writing



COMPOSING

This personal narrative exhibits the author's skill at using **descriptive language**. Many literary conventions including **adjective and adverb phrases** have been used to create the mood the writer is trying to convey. The author skillfully creates a variety of **sentence structures** to enhance his writing and engage the reader. The story is well organized with **logical transitions** evident between paragraphs.

TRANSCRIBING

Conventions of writing are well under control in this personal narrative piece. The student uses **periods, capitals, quotation marks** and **commas** accurately and most words are spelled correctly. Although there are some spelling errors, they do not interfere with the meaning of the text. **Adjectives** and **adverbs** are used to add interest to the text. The writer makes good use of **pronouns, conjunctions, clauses** and **phrases** throughout the piece.

Deep Waters

In my opinion my life took a change for the better when I was eleven years old in the summer of 1988. It was the time I faced my deepest fear, jumping off a diving board into a six foot pool when I was only four feet high. The terrifying image still seems so clear in my mind.

The ground was hot from the sun and I could still feel the pebbles digging into the souls of my feet while walking slowly to the diving board. I waited for a minute as I watched a boy plunge off the diving board sinking deeper and deeper to the bottom of the pool. Watching him made me tremble It was finally my turn.

As I stepped onto the diving board it began to creak as if I was it's last victim. As I walked slowly to the tip of the board it started to bend closer to the water. I finally reached the end and I suddenly wanted to turn back. I slightly turned my body but I decided that I had to go through with it (besides there was a pool lady waiting anxiously to go next) My heart began to beat faster and my life flashed befor my eyes. Befor I knew it the lady behind me surprisingly shouted "Jump you idiot." From the terrible shock my body jerked and slowly leaned towards the clear blue water. For a moment I caught myself spread out in the air. In these two seconds I saw heaven and suddenly "SPLASH" and I saw hell.

The cold water lashed at my skin as I quickly spread out my arms to keep from drowning. Nervously I inhaled and sucked up the water. The chlorine stung my eyes when I opened it to see where I was From that moment on I truly thought I was going to die. I thought of all my loved ones and I quickly pictured what their lives would be like without me.

All of a sudden I felt a thick hoop being placed around my waist. It began to drag me through the water. I stopped by hitting the side wall of the pool and I floated to the surface I coughed tremendously not knowing where I was. I began to cry. As I squinted my eyes open the first person I saw was my mom. Tears were filled in her eyes, and she hugged me tight and never wanted to let go. My nightmare was finally over.

That day influenced my life in many different ways. I truly believe that I became a different person that day because I realized I shouldn't live for yesterday nor tomorrow but for today.

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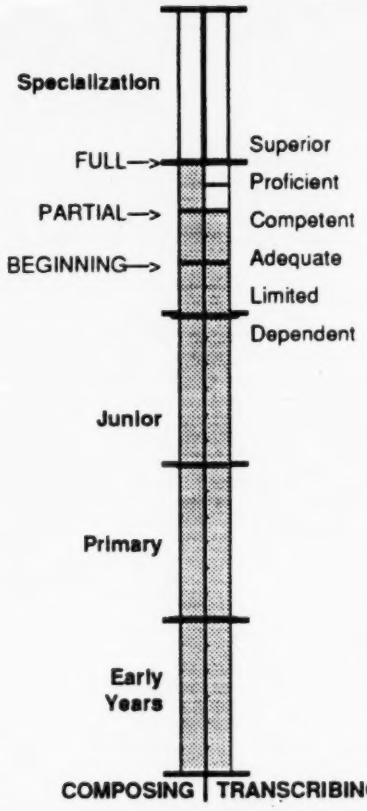

TRANSITION
Personal Writing

COMPOSING
The writer demonstrates her ability to plan and create a thoughtful piece of personal writing in a first person **narrative format**. The essay is logically organized and the writer skillfully uses a variety of **sentence structures** and **vocabularies** to illustrate her points. The writer has a good command of written language and competently displays her knowledge in this writing sample.

TRANSCRIBING
This personal **essay** demonstrates the writer's ability to use the conventions of language to enhance her writing. **Spelling, punctuation, paragraphing** are all used skillfully. The writer incorporates **pronouns, conjunctions, clauses** and **phrases** into her writing to create a clear, logically organized piece of writing.

An Event That Had
a Great Influence On Me

Music is a wonderful means by wich one enriches one's life. It has definitely affected the way I think and reason. It may seem like an insignificant means of entertainment, but in reality, music can change a person. Therefore, music has had a positive influence on my upbringing.

Ever since I could remember, music has always been dominant in my family. Even since my father introduced me to music, my love and appreciation for this art has grown. Through listning to classical rock n' roll and our

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application to the study of music did I really appreciate it as a fine art! It definitely has shaped my emotional being.

Up to this day, I cannot see myself living without music. Since I have grown up with it and have appreciated its sweet melody, it now feels like a part of me. If I were to be without music, I would be miserable. Different types of music that have proved to be very influential are: classical, traditional (Hindu), Rock and Roll, Jazz, country and fast beat music. Different types of music give me different feelings. For example, when I listen to jazz, I get a sense of "high class" or "style". When I listen to slow songs, I feel and think about love, as well as other emotions related to love.

In conclusion, music has been and will continue to be very influential in my life. It continues to inspire me and I hope that many can appreciate it as much as I do.

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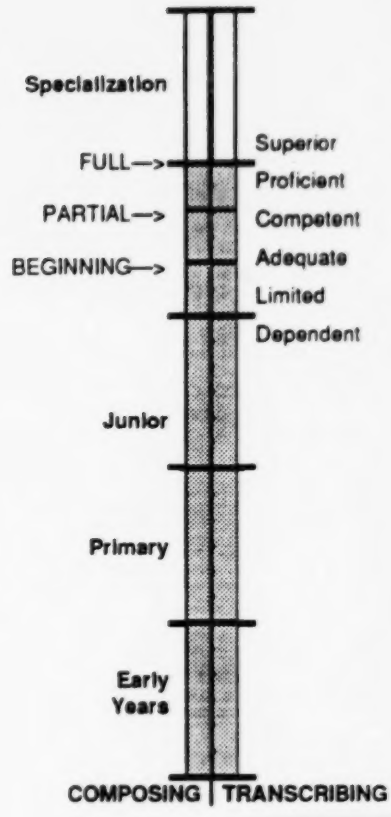
TRANSITION
Personal Writing



COMPOSING

This **book report**, in the form of a **personal letter** to the author, is a Grade 8 student's sophisticated reponse to a novel. the student espresses his opinions in detailed, **descriptive language**, highlighting sections of the novel for elaboration in this report. The student demonstrates his control of both the letter format and written language in his analysis of the novel.

TRANSCRIBING

This Grade 8 student's book report, in the form of a letter, idemonstrates his ability to use **punctuation, spelling** and **grammatical** forms accurately. He espresses his opinion in coherent piece of descriptive writing, using **clauses, phrases, adjectives** and **adverbs** to enhance his report.

October 1, 1993

Charles L Grant
Bantam Books
666 Fifth Avenue
New York, New York
10103
U S A

Dear Mr Grant,

I am an eighth grade student at Elia Middle School in Toronto, Ontario I have recently finished reading your novel entitled, "Fire Mask"

I found the book to be powerfully exciting Specifically, it is astonishing how you combine the mystery and horror of a sorceress golden fire mask with the comedy of a wacky talking parrot and the romance of a seventeen-year-old falling in love - all into one exhilarating book Fire Mask has been the most gripping novel I have read to date.

The part of the book I found most fascinating is when Cliff and his friends quietly snoop through Kelvin Nunn's mansion and quickly escape down a dark and dirty secret passage to avoid detection However, they unexpectedly walk into a deadly trap

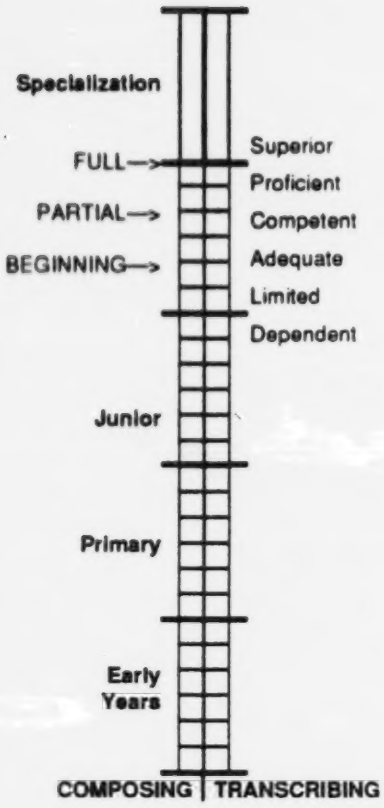
Cliff is my favourite character I find him to be intelligent, brave and curious

As I was reading your novel, many of my classmates persistently asked to borrow the book They were anxious for me to finish it so that they could read it for themselves

I enjoy reading a lot because it opens up a whole new world of adventure and excitement for me

I look forward to reading many more of your captivating novels I hope to read "For Fear of the Night" and "In a Dark Dream" in the near future

A faithful reader,



TRANSITION
Imaginative Writing

COMPOSING
to be added

TRANSCRIBING
to be added

Mason is seventeen years old. He attends school. He lives with his younger brother Tex. His father is gone on the rodeo six months out of the year.

In this essay I am going to talk about three things. How responsible, active, and bossy Mason is.

Mason is really responsible. He takes care of Tex while his father is gone on the rodeo. He takes care of the money well for food and bills instead of spending it foolishly.

Mason is the active type. He's on the school basketball team. He jogs once a day to stay in shape. Mason also cleans the house up once in a while.

The last characteristic is how bossy he is. The only reason Mason is bossy is because he is too independent for seventeen years old Tex doesn't do things around the house so Mason tells him what to do. Mason has to take care of Tex, pay the bills, go to school, do the chore. That's what makes him so bossy.

I just proved to you that Mason is responsible, active and bossy.

The conclusion of this essay is that Mason is a really good guy to hang out with. He has too many responsibilities to do. Besides taking care of Tex and doing all his chore, he's a really nice guy.

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TRANSITION
Imaginative Writing

COMPOSING
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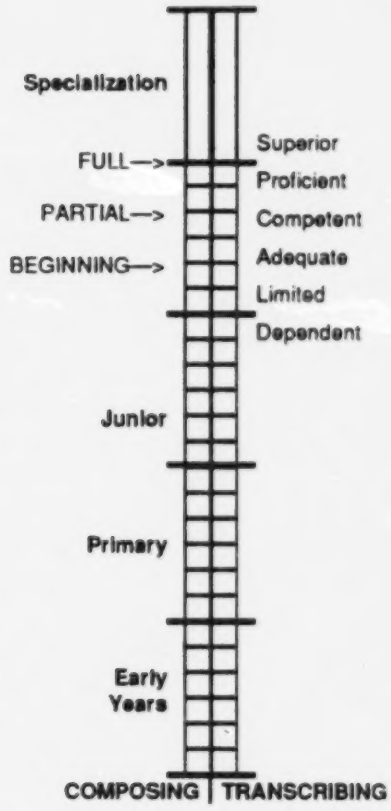


My life in the Swamp

There is this swamp in my back yard. And one day Missy, Erin, my sister Melissa and I had nothing to do. We sat there and said, "We could play baseball, a board game or go swimming", but we didn't want to do all the same boring things we do everyday.

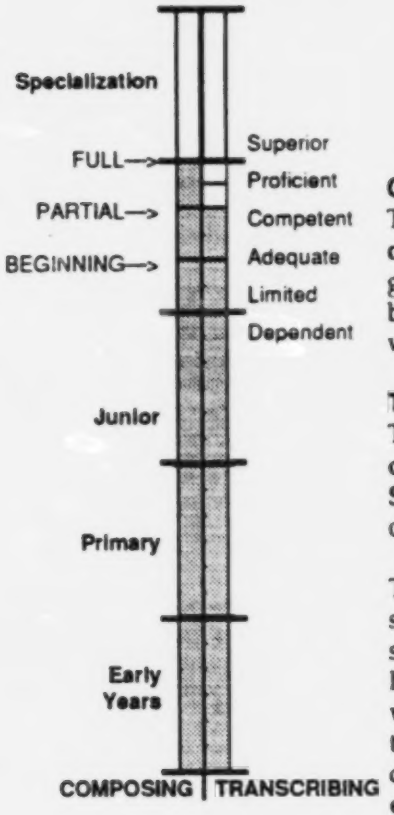
So, Missy said, "Let's go play in the swamp but we all thought she was just joking, but she said, "No, let's go." So we put on old coats and boots and away we went. Missy was the leader because she thought of it so she thought she was cool. She got a skipping rope and tied us together so we would follow her.

There was this log and then a little piece of Island and under the log there was water with things growing out of it. Missy went first and she made it fine. Then Melissa went and she made it.

Erin and I looked at each other and I said, "Erin, you go first." So away she went, really slowly, and the log turned and Erin's feet fell in and we all just sat there and didn't say anything. Erin put her feet back on the log and walked to my sister and Missy.

It was my turn at last. My heart was going so fast! I kept saying to my self, "you will make it you will make it." One foot after another, I was on my way across. About half way across the log, I fell head first into the water. I was all wet and I had swampy things on me. I went home and never went to the swamp again.

Somedays I look in my back yard and say, "What a day that was! Why didn't we just play baseball?



TRANSITION
Imaginative Writing

COMPOSING

This grade seven student successfully demonstrates his ability to develop the **opening paragraphs** of this short mystery story using many conventions of this genre. **Adjectives** and **adverbs** are used to create the mood of suspense and to build that **mood** as the story unfolds, enticing the reader to read on the find out what happens next.

TRANSCRIBING

The writer demonstrates his understanding of the ability to use **pronouns, conjunctions, correct tense** and **complex phrases** and **clauses** through the story. **Spelling, grammar,** and **punctuation** are used accurately in the revised version of the writing.

This imaginative piece of writing by a grade 7 student demonstrates the student's ability to use **descriptive language** and **sentence structure** to build suspense and create a mood, enticing the reader to read on and find out what happens next. His revision demonstrates his ability to proofread and analyze his work. He has corrected **punctuation**, edited **keyboarding errors**, and attended to **paragraph structure** after proofreading his draft. An analysis of the original draft resulted in the student's reworking of the original sentences to create an edited, more **coherent** version of the story.

Draft Version of the opening version of a short story

THE FORBIDDEN
ZONE

The dust and cobwebs clung to his face and hands as he pushed his way through the dark hall of the crumbling mansion. Soft, skittering sounds - a multitude of rats echoed throughout the house. Cautiously he approached the door. the wood, he could see was splintering from the inside out, by what appeared to be long claw marks. slowly, carefully, he opened the door the door. One step into darkness and he plunged into nothingness. The news had spread fast about the gold. A normal person would have waited until morning, but Greg wasn't normal, in fact he might be nuts to go into the oldest house in Spring Field alone. but then again, Greg always said that if he got an opportunity like this he would never pass it up.

THE FORBIDDEN
ZONE

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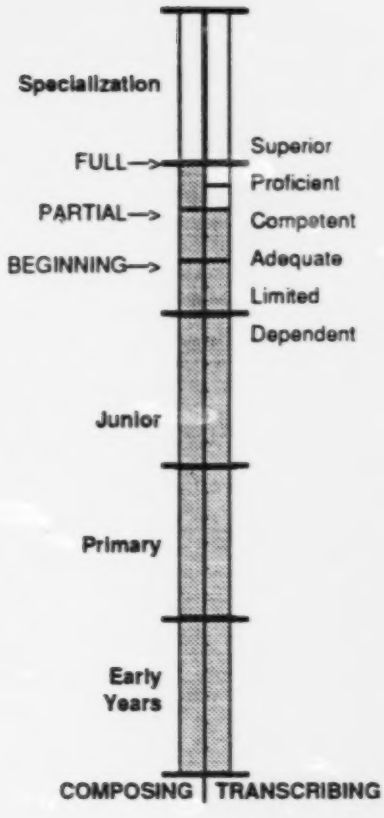

TRANSITION
Functional Writing

COMPOSING

This piece of functional writing is a response to an assignment on the play Macbeth. The student demonstrates her understanding of Lady Macbeth's character through her interpretation of Lady Macbeth's actions. The student's analysis of Lady Macbeth's soliloquy, her ability to use direct quotations from the play, and her ability to paraphrase and analyze the text indicates a mature level of understanding of the play, Macbeth.

TRANSCRIBING

This student has good control of the conventions of written English. She uses **phrases** and **clauses** to enhance her writing and to enable her to create **complex sentences**. The student use **apostrophes** accurately in most cases, but incorrectly writes about the "witches prophecies". **Adjectives** and **adverbs** are used to create a more descriptive piece of writing.

MACBETH

Lady Macbeth, a strong willed and highly determined woman definitely has a great hold on her husband. Her descriptive soliloquy displays much of her fierce character. Lady Macbeth's views about Macbeth and his weak character are quite accurate since he reveals these qualities in his own soliloquy.

Lady Macbeth's soliloquy "Glamis thou art..." takes place after she has read Macbeth's letter so it is clear that she knows about the witches prophecies and is already contemplating Duncan's death. She a very anxious to talk to her husband. Since her dream is to see Macbeth crowned king, she is willing to use any force necessary to make this come true. There is only one thing that Lady Macbeth fears and that is her husband's weak side. She is aware that Macbeth is very loyal to Duncan and has much respect for him. Lady Macbeth is afraid that her husband's kindness will get in the way of him being crowned. She knows that Macbeth is ambitious yet he would be so much stronger if he was more determined and in some ways deceitful. All this is evident when Lady Macbeth says:

> "Thou wouldst be great;
> Art not without ambition, but without
> The illness should attend it."

She also states that honesty and goodness are not always the best policy since these do not always help a person succeed. It seems as if lady Macbeth does not

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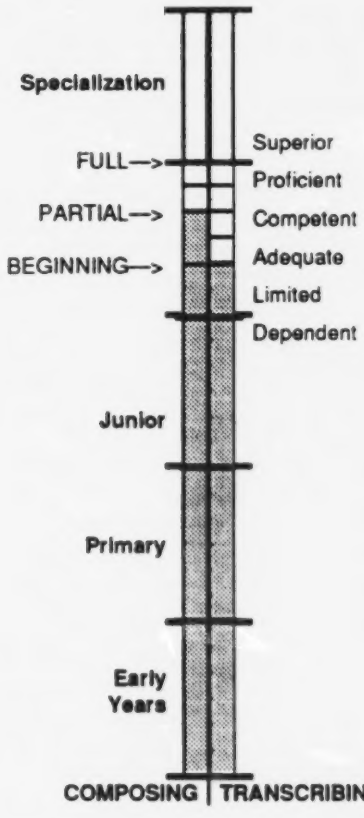
TRANSITION
Functional Writing



COMPOSING
In this book report the writer demonstrates her ability to **summarize** the key events in the book, describe the **main character**, and provide details about the book's **setting**. The writer develops her own criteria for judging the book and states her personal **opinion** regarding the book's merit.

TRANSCRIBING
The writer uses **standard spelling** and incorporates a number of **clauses** and **phrases** to develop her thoughts and ideas. Although she demonstrates her ability to use many of the conventions of writing, she incorrectly uses **quotation marks** to identify the title and the author of the novel. The writer frequently adds **commaswhen** they are not needed to set apart phrases.

Book Review

I have recently read the book "Who is Frances Rain?" by "Margaret Buffie". I really enjoyed it. It had all the qualities I like in a book. Suspense. A touch of romance (not all that romance that could smother you) Excitement. In the book, the main character is Elizabeth McGill. She is a 16 year old girl, that is at her grandmothers for the summer. She is torn between her family who spends almost 24 hours a day fighting. So, Elizabeth disappears to Rain Island to hide from her family. On the island, she finds the remains of an old cabin. After looking around the cabin, Elizabeth finds a pair of children's spectacles Elizabeth is curious about the glasses and decides to put them on. The summer scenery fades away but an autumn scenery is replaced in the summers place. Elizabeth starts seeing ghosts while she is wearing the glasses. The ghosts are telling a story that happened in the past and Elizabeth has to find out what the mystery is. About the second time Elizabeth is on Rain Island with the glasses on, Elizabeth sees the hand with a ring on it reaching to open the door. And over her stepfather Jim, sees a light flicker on the deserted island. Finally, she tells her friend Alex Reid what she is seeing. But Elizabeth is the only person that can see the ghost. So Elizabeth and Alex team up together and try to find out who was the lady that Elizabeth seen on the island. Like it Frances Rain. The mysterious female prospector that only had a few friends that died mysteriously that day in 1925 but the same ghost Elizabeth is positaly sure the ghost is Francis Rain. Elizabeth finds out in the end that Frances Rain is her great grand mother and her grandmother is one of the ghost that Elizabeth seen when the glasses were on. I think this book is one of the best young adult fiction books I have read and reviewed. It deserves to be the winner of the Canadian Young Adult Novel award in 1987.

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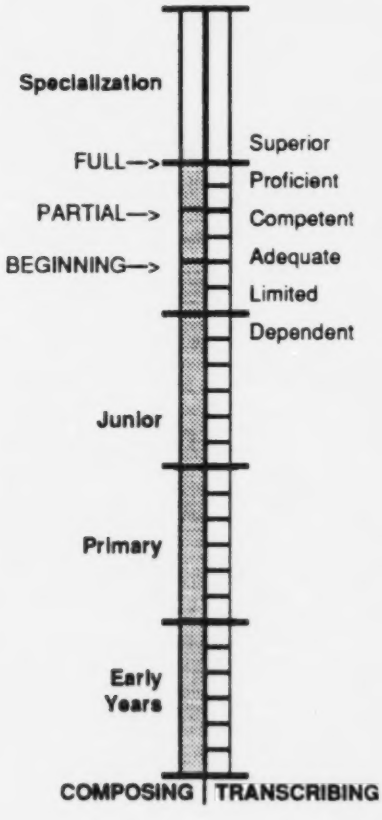
TRANSITION
Functional Writing



COMPOSING
The overall impression of writing at this level is that it exhibits some sense of **voice** and a control of **form, genre, language conventions** and **stylistic devices**. It is clear, generally thoughtful, and at times may be **imaginative**. The content is supported by sufficient **detail**. There is focus and purpose. The ideas and insights expressed show thought. The **organization** is clear. The writing shows some command of the resources of language in vocabulary, sentence patterns and stylistic devices. The writing shows appreciation of the conventions of its genre.

TRANSCRIBING
to be added

The Terry Fox Run

Dear Cancer Society,

Cancer is a major disease and a big cause of death. There are many kinds of cancer: lung cancer, brain cancer, bone cancer, etc. Terry Fox brought hope to many people with cancer.

Terry Fox was a hero to many people. Terry lost his leg to cancer. Most people would probably say he made a great attempt to achieve his goal of running across Canada because of his courage. If you keep the run going it will help keep his memory alive. He makes a good role model for kids. He's as much of a hero as Superman.

To keep this run going you would restore hope for people with cancer. It may give them more reason to fight harder against the disease.

This marathon of hope was also a good way raise money for cancer. The day of the run should be well advertised and well organized. This event gets people involved and its a good way to promote physical fitness at the same time.

The run also gives the participant involved a sense of acheivement. This even helps unite our country to fight against cancer.

The money will keep research going and keeps people working here Canada and keeps the economy going.

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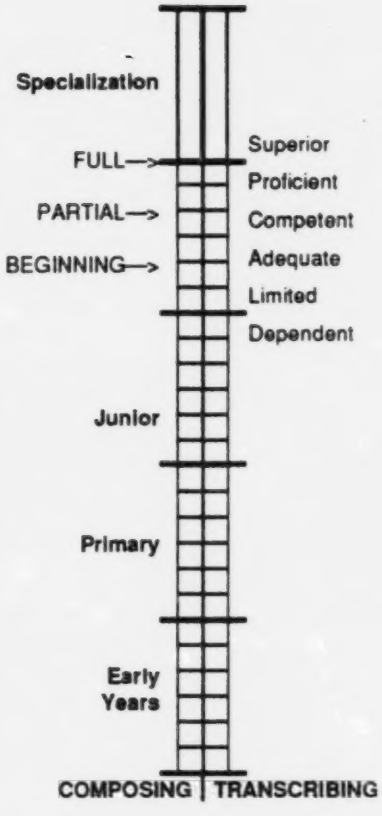

TRANSITION
Functional Writing

COMPOSING
to be added

TRANSCRIBING
to be added

My investigation into the formation of fossils by building a prehistoric landscape has helped me understand the four main types of fossilization. My study of permineralization shows how a bone or other porous material such as wood, changes quickly from day to day. A month long study is nothing compared to the changes that occur over millions of years, but even a fraction of time can change an organism quite alot and give clues about the fossilization that happens.

If I were doing this experiment again I would use saltwater instead of freshwater to simulate permineralization and the results would be more accurate.

My study of the fossil fish and fruit can't give me true scientific evidence of the conditions that happened. I do know that whatever happened in the environment was very rare and special because there are not many fossils of this kind found very often. Fossils having nearly complete bodies are more valuable to science than others because they tell us alot about ancient environments and life on Earth millions of years ago. Scientists use that information to help solve the problems on Earth today.

Fossils are really great to look at and its lots of fun to hunt for them. I like looking at the detail and patterns in the stone and thinking about what it was like when it was living a long time ago. It is like looking for treasure - you feel great when you find some!

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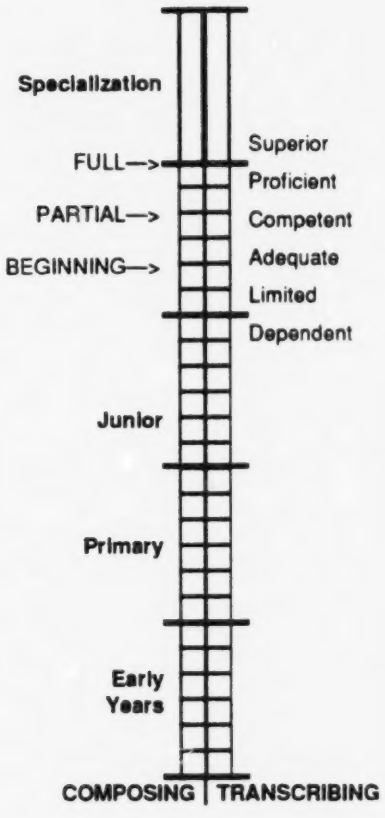
TRANSITION
Functional Writing

COMPOSING
to be added

TRANSCRIBING
to be added



RESPONSE

Holden is a male version of me in my times of depression. Holden doesn't think that he's good enough for his parents, but what he doesn't know is that you live for yourself and not for anyone eles. The main similarities between Holden and myself are for one, he doesn't care what anyone has to say or wants to do as long as they don't offend him personally. That's an attitude that he shows towards people and I'm behind that because my theory is never obligate yourself to a person if they're not obligated to you. In my eyes Holden is an adult, trapped in a young person's body. some of the differences between Holden and myself and that Holden does not have any interest in school but I do. School is my life Another thing is that Holden stood there and allowed the administration to kick him out of school and thats something that I would fight against. Holden also is a very hard smoker which is something that I'm against. Also Holden seems like a non-Religious person because on many occasions he has taken the lords name in vain which I'm also against because I am a very religious person and believe that the lord's name is a very precious name which should not be misused. When I first began to read the book Holden seemed like a very humorous person

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Section II
Holistic Scoring

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TERMS OF REFERENCE
Section II: Holistic Scoring

Holistic Scoring

Holistic scoring is a way to give rapid impression scores to a number of pieces of student writing. It can show where students stand in relation to their peers at a given grade level.

It can be used to assess all the students in one class, or all the students at the same grade level across a school or across the board. It can be used with any mode of writing. All pieces scored in one group should represent the same mode, though not necessarily the same topic. (OAIP, Ministry of Education, 1989)

Included in this section of the booklet are 6-point writing scales to be used to assess samples of student writing in grades 3, 5, and 7. These scales were developed using both the North York Writing Outcomes and the Ministry of Education Writing Standards. Included as well are the 6-point writing scales used by the Ministry of Education to assess student writing on a provincial basis in grades 9 and 12.

Anchor Papers

The anchor papers included in this section provide teachers with samples of writing at each of the levels for the six-point scale. Anchor papers are accompanied by the raters' reasons for scoring the student's writing at a particular level of the scale using a holistic description to describe the main characteristics of the writing. Each anchor piece of writing is rated according to the overall impression it made.

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GRADE 3 HOLISTIC WRITING LEVELS OF PERFORMANCE SCALE

LEVEL 6 GRADE 3 SUPERIOR WRITING

The writing consistently demonstrates superiority in terms of skill and originality.

Possible Characteristics

- writing is revised independently after reflecting on self, peer and teacher assessment to improve writing
- stories and information are developed around a cohesive storyline; more complex organizational strategies are beginning to be developed (e.g. chapter and "volumes"); a variety of types of sentences and unusual words are tried out with enthusiasm and imagination
- uses charts and webs to plan writing with teacher assistance
- information is recorded in a neat, flowing legible cursive script
- an expanding repertoire of vocabulary is used with most words spelled correctly in the final copy and with increasing accuracy in the approximations of less commonly used words

LEVEL 5 GRADE 3 PROFICIENT WRITING

The writing shows increased clarity in the communication of ideas, feelings and information.

Possible Characteristics

- all phases of the writing process are engaged in, including basic revision with attempts to edit spelling and punctuation
- informational writing is organized around a logical sequence of events; a variety of sentences, structures and patterns are used; paragraphing in written narratives is used to indicate changes in setting, time or character; writing contains increasingly explicit details
- performs written tasks with increasing proficiency in cursive script
- control of basic punctuation is demonstrated, experimentation and over- generalization is evident
- most high frequency words are spelled correctly on final copy, approximations are used for less commonly used words

LEVEL 4 GRADE 3 COMPETENT WRITING

The writing shows confidence. Involvement and skill in the communication of ideas, feelings, and information is demonstrated.

Possible Characteristics

- basic revision and editing is attempted, using available resources
- writing is based on familiar stories, poems and personal events, stories are written in the correct order of events, using simple sentences and linking words
- pictures, lists and storytelling are used to plan writing
- produces controlled cursive writing when required
- capital letters and periods are used accurately; high frequency words are spelled with increased accuracy; unfamiliar words are spelled using reasonable sound- symbol approximations

LEVEL 3 GRADE 3 ADEQUATE WRITING

The writing is produced in a variety of forms. Personal pride is taken in sharing experiences and ideas with others.

Possible Characteristics

- some revision/editing (mainly conventions) is done based on feedback from teacher and peers
- writing is patterned after predictable stories/poems or personal events, written in simple sequence or chronological order
- uses pictures, lists and storytelling to plan writing with teacher assistance
- uses both manuscript and cursive writing when required, but prefers to use manuscript, cursive writing is becoming more controlled
- uses capital letters, periods, question marks, exclamation marks with increasing accuracy, demonstrates beginning control of standard spelling of frequently used words

LEVEL 2 GRADE 3 LIMITED WRITING

Writing is produced to recount personal experiences. Narratives are conversational.

Possible Characteristics

- makes few revisions, beginning to proofread/edit work, primarily for capitals periods with teacher direction
- narratives are conversational, writing shows awareness of beginning, middle, end
- uses pictures and ideas of others to plan writing
- uses standard manuscript print, recognises and practices cursive script
- uses capital letters, periods, question marks, exclamation marks with increasing accuracy, uses initial, middle and final consonants to represent words, uses vowels as place holders, sometimes incorrectly, uses easily decipherable approximated spelling

LEVEL 1 GRADE 3 DEPENDENT WRITING

Writing is spontaneous.

Possible Characteristics

- the initial draft is the final version
- writing is telegraphic and representational, with simple vocabulary used to write ideas
- an awareness of beginning and end is demonstrated; sentences patterns and models are used
- uses random letters, initial and final consonants to represent words, uses correct letter choices for some words, experiments with punctuation
- an understanding of directionality and basic features of print, including upper and lower case letters of the alphabet are demonstrated

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GRADE 5 HOLISTIC WRITING LEVELS OF PERFORMANCE SCALE

LEVEL 6 GRADE 5 SUPERIOR WRITING

The writing demonstrates control of the conventions of writing using a repertoire of narrative forms.

Possible Characteristics

- often rereads to rewrite with assistance, using all available resources and references for revision and editing
- well structured stories, with paragraphing, character development, complex sentences are created using a repertoire of narrative forms to express own and other's feelings, experiences and imaginative ideas
- charts and webs are used independently to plan stories
- legible script is used efficiently
- accurate use of periods, commas, exclamation, question and quotation marks, standard spelling for words including terms from specialized subject areas, use of conjunction, clauses and phrases

LEVEL 5 GRADE 5 PROFICIENT WRITING

Proficiency in writing is used in a variety of narrative forms

Possible Characteristics

- beginning to revise and edit during drafting for accuracy
- stories include some paragraphing a nd character development with the beginning use of complex sentences; a variety of narrative forms (story, drama, poetry) is used to express personal experiences and imaginative ideas
- charts and webs are used to plan stories with little assistance
- standard cursive or manuscript are used as needed, used script of choice
- sentences are punctuated accurately; standard spelling is used for a large bank of words; nouns pronouns, verbs, adjectives, adverbs are used with skill and understanding

LEVEL 4 GRADE 5 COMPETENT WRITING

The writing demonstrates a coherent story line around a basic plot

Possible Characteristics

- writing is revised and edited independently after reflecting on self, peer and teacher assessment to improve work
- uses simple narrative forms to express experiences and imaginative ideas; a clear coherent story line is developed with supporting details, using a variety of sentence structures
- developing a personal style of cursive writing
- consistently and accurately uses basic punctuation; uses standard spelling with increasing accuracy; regularly uses nouns, pronouns, verbs and adjectives correctly

LEVEL 3 GRADE 5 ADEQUATE WRITING

Basic story and poetry structures are used to express personal feelings and experiences

Possible Characteristics

- writing is revised and edited independently after conferencing with teacher and peers
- a coherent story line is developed around a basic plot using different sentence types; basic story and poem structures are used to express personal feelings/experiences
- performs written tasks with increasing proficiency in cursive script
- demonstrates control of capital letters and basic punctuation; uses standard spelling for commonly used words and close approximations for less familiar words; correctly uses nouns and verbs

LEVEL 2 GRADE 5 LIMITED WRITING

The writing is based on familiar stories, poems and personal events

Possible Characteristics

- some revisions and editing are made based on feedback from conferences with teacher and peers
- uses simple sentences to combine the basic elements of a story, writing is based on familiar stories poems and personal events
- uses pictures/lists storytelling to plan writing
- prefers to use manuscript, uses cursive script when requested
- capital letters, periods, questions and exclamation marks are used with increasing accuracy; beginning control of standard spelling of frequently used words; uses nouns and verbs correctly

LEVEL 1 GRADE 5 DEPENDENT WRITING

The work is usually created for the writer who writes patterned stories/poems or personal events.

Possible Characteristics

- revisions/edits are generally for conventions and are completed with teacher assistance
- writes events using simple sequence or chronological order using complete thoughts; writing is patterned after predictable stories/poems or personal events
- uses pictures/lists/storytelling to plan writing with teacher assistance
- manuscript print features appropriate upper and lower case letters
- experiments with capital letters, periods, question and exclamation marks; spells simple words and uses initial, middle, and final consonants to represent words; demonstrates a limited awareness of nouns, verbs, adjectives

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GRADE 7 HOLISTIC WRITING LEVELS OF PERFORMANCE SCALE

LEVEL 6 GRADE 7 SUPERIOR WRITING

The writing demonstrates a skilful and independent ability to create well-constructed pieces of writing for a variety of purposes.

Possible Characteristics

- revises and edits for accuracy during drafting, independently proofreads/edits writing using all available resources and references
- narratives are well-constructed with well-developed characterization and setting, the literary conventions are used with increased skill to write imaginative stories
- revises plan based on connected research, uses a variety of vocabularies for specific purposes
- demonstrates skilful control of punctuation, including colons, semi-colons, apostrophes, abbreviation; demonstrates understanding and control of word spelling (regular and irregular); shows skilful control and understanding of grammatical structures

LEVEL 5 GRADE 7 PROFICIENT WRITING

Proficiency in writing for different purposes is demonstrated. Writing is valued for learning and enjoyment.

Possible Characteristics

- often uses the suggestions of others to add detail and delete unnecessary detail, often rereads to rewrite with assistance
- writes well constructed narratives with consistent characterization, time and place; uses sentence structure for specific purposes; begins to use literary conventions of mood, suspense and figurative language
- researches detail in conjunction with planning
- uses colons, semi-colons, apostrophes, abbreviations accurately; uses standard spelling for words used, including terms from specialized areas; recognizes and uses pronouns, conjunctions clauses, phrases, tense

LEVEL 4 GRADE 7 COMPETENT WRITING

The work shows clarity and independence in planning and creation.

Possible Characteristics

- the writing is planned, suggestions of others are beginning to be used to add detail and delete unnecessary detail, beginning to reread to rewrite with assistance
- stories are well-structured, using paragraphing and character development; uses a variety of narrative forms to express own and other's ideas, feelings, experiences
- lists, charts, and webs are used to independently plan stories
- frequently uses colons, semi-colons, apostrophes, abbreviations with increasing accuracy; standard spelling and grammatical structures are used with increasing accuracy

LEVEL 3 GRADE 7 ADEQUATE WRITING

The work uses a variety of forms of narration including: story, drama, and poetry to express personal ideas/experiences.

Possible Characteristics

- writing is independently revised/edited after reflecting on self, peer and teacher assessment to improve work
- stories include some paragraphing and character development using complex sentences; uses a variety of narrative forms (story, drama, poetry) to express personal experiences & imaginative ideas
- uses lists, charts and webs to plan stories with little teacher assistance
- punctuates sentences accurately including the use of commas and quotation marks; uses standard spelling for a large bank of words; demonstrates a beginning use of conjunctions, clauses, phrases, tense

LEVEL 2 GRADE 7 LIMITED WRITING

The writing uses a clear, coherent story line with supporting details

Possible Characteristics

- writing is revised/edited independently after conferencing with teachers and peers
- writing contains a variety of sentence structures; simple narrative forms are used to express experiences and imaginative ideas
- lists, charts and webs are used, with some teacher assistance, to plan stories
- increasing control of basic punctuation, experiments with commas and quotation marks; standard spelling is used for commonly used and less familiar words, nouns, pronouns, verbs, adjectives, and adverbs are frequently used correctly

LEVEL 1 GRADE 7 DEPENDENT WRITING

The basic story structure is used to write imaginative stories

Possible Characteristics

- some revisions/editing is done based on feedback from teacher and peers
- develops a coherent story line using different sentence types and the basic story structure to write imaginative stories
- uses lists, charts and webs to plan stories with teacher input
- inconsistent use of basic punctuation; demonstrates beginning control of standard spelling of frequently used words, shows a limited understanding and inconsistent use of grammatical structures

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GRADE 9 HOLISTIC WRITING LEVELS OF PERFORMANCE SCALE

LEVEL 6 GRADE 9 SUPERIOR WRITING

The work demonstrates a confident command and integration of all the elements of writing. The content is often strikingly creative and imaginative.

Possible Characteristics

- performance is equally strong on all writing tasks
- the controlling idea and its development are insightful and original
- the organization is subtle; the control is secure; the style reinforces the purpose
- the voice is confident; there is a sense of engagement with the topic and an effective relationship with the audience
- the control of written conventions of language is skillful; rare errors in spelling and minor errors in grammar and punctuation may exist but do not affect the overall impact; they may be the result of the difficulty of the writing task and/or risks taken by the student

LEVEL 5 GRADE 9 PROFICIENT WRITING

The work shows an effective control and integration of all the elements of writing. The content is thoughtful and thorough.

Possible Characteristics

- performance is strong on all writing tasks
- the controlling idea and its development are thoughtful and imaginative
- the organization is effective; the style is appropriate to the purpose
- the voice is clear; there is a strong sense of audience
- the control of the written conventions is sound; the few errors in spelling, grammar, an punctuation do not detract from the overall impact

LEVEL 4 GRADE 9 COMPETENT WRITING

The work shows control of the elements of writing. It is generally integrated. The content is clear and complete.

Possible Characteristics

- performance is generally effective on all writing tasks
- the controlling idea and its development are clear but may be conventional or derivative
- organization is capable; there is a clear attempt to connect style and purpose
- the voice is apparent but may fluctuate; there is an awareness of audience
- the control of the written convention is capable; infrequent errors may detract from the overall impact of the work but do not affect meaning

LEVEL 3 GRADE 9 ADEQUATE WRITING

The work shows control of most of the elements of writing. Some integration is apparent. The content may be simple or unoriginal.

Possible Characteristics

- performance is effective on some writing tasks
- the controlling idea and its development are apparent and show some balance or consistency; ideas convey surface meaning
- organization is apparent; there is some attempt to connect style and purpose
- there is a sense of voice with some control; there is an occasional awareness of audience
- control of the written conventions of language is evident, errors occasionally detract from the impact and the meaning

LEVEL 2 GRADE 9 LIMITED WRITING

The work shows grasp of some of the basic elements of writing; the writing conveys simple ideas.

Possible Characteristics

- performance shows elements of strength in some of the writing tasks
- the controlling idea and its development are limited but discernible; ideas are superficial
- organization is attempted; style is simple and unconnected to the purpose
- voice may be often limited to a personal, vernacular register, awareness of audience is limited or absent
- grasp of the written conventions of language is tentative, errors are distracting and often interfere with the reader's understanding of the ideas

LEVEL 1 GRADE 9 DEPENDENT WRITING

The work shows a minimal grasp of some of the basic elements of writing. The content conveys unconnected or fragmented ideas.

Possible Characteristics

- performance demonstrates awareness of the basic requirements of some of the writing tasks
- the writing expresses a simple idea
- the writing displays a very limited sense of voice or audience
- grasp of the written conventions of language is minimal; errors limited expression and comprehension

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GRADE 12 HOLISTIC WRITING LEVELS OF PERFORMANCE SCALE

LEVEL 6 GRADE 12 SUPERIOR WRITING

The overall impression of writing at this level is that it demonstrates a sophisticated command of the elements of writing. All elements of writing work together to convey a distinctive perspective and impression.

Possible Characteristics

- the controlling idea and its development demonstrate insight and maturity, and a creative command of the mode
- organization is clear and forceful
- the writer's voice is distinctive and the sense of audience secure
- the syntax, use of rhetorical devices, and the conventions of language all reinforce the meaning
- the overall style adds an element of artistry to the effect

LEVEL 5 GRADE 12 PROFICIENT WRITING

The overall impression of writing at this level is that it demonstrates a secure command of the elements of writing. Generally the writing is integrated and the elements reinforce each other to create a meaningful whole.

Possible Characteristics

- the controlling idea and its development demonstrate maturity and forcefulness
- the writer has a clear sense of the conventions of the mode and of audience and anticipates the reader's need for sufficient detail and a clear and focused organization
- the writer's voice is sincere, but the writer may not be fully engaged in the topic
- a firm grasp of the conventions of written language is evident
- any occasional slips in control or form are not enough to distract the reader

LEVEL 4 GRADE 12 COMPETENT WRITING

The overall impression of writing at this level is that it demonstrates a command of the elements of writing but they are not fully integrated. Generally the writing exhibits solid communication but does not come together as a secure whole.

Possible Characteristics

- a controlling idea is clearly evident and the writer demonstrates a sense of commitment
- the writer has a general grasp of the conventions of the mode as well as organization and structure
- the writer is aware of audience and provides some direction for the reader
- expression, though reasonably clear, may be mundane
- occasional problems with the elements of writing, particularly the conventions of language, may occur but they do not unduly interfere with meaning or distract the reader

LEVEL 3 GRADE 12 ADEQUATE WRITING

The overall impression of writing at this level is that it demonstrates both strengths and weaknesses in the fundamental elements of writing. However, the strengths outweigh the weaknesses and the writer's meaning is generally clear.

Possible Characteristics

- a controlling idea is evident and the piece has some sense of direction and development
- the writing displays the fundamental principle of organization; that is, the reader is able to discern a beginning, middle, and end
- the writer's sense of audience may be weak or lacking
- the application of the conventions of the mode and/or the conventions of written language may at times interfere with the reader's understanding of the ideas

LEVEL 2 GRADE 12 LIMITED WRITING

The overall impression of the writing at this level is that it demonstrates an elementary grasp of the essential elements of writing. Generally, communication occurs, but lack of command of one or more of these elements seriously affects the reader's response.

Possible Characteristics

- there is a controlling idea which either conveys simple meaning, or a more complex meaning not clearly expressed, but the piece may not continually be governed or shaped by it
- adherence to the conventions of mode is not secure and organization is flawed
- the writer's voice may not be apparent or may be inconsistent, resulting in writing that is uneven or unclear
- consistent and frequent misapplications of the conventions of language persistently interfere with the reader's understanding of the ideas, but do not prevent it

LEVEL 1 GRADE 12 DEPENDENT WRITING

The overall impression of writing at this level is that it demonstrates an awareness of some of the essential elements of writing. However, communication is either fragmented or prevented.

Possible Characteristics

- the piece lacks a controlling idea or purpose; this results in writing that has little or no meaning
- there is scant evidence of organization; instead the writer makes a series of random points that may or may not be related
- the writer is indifferent to the mode of writing and to the needs of the reader
- the writing shows minimal control of the conventions of language, making the text quite difficult to read

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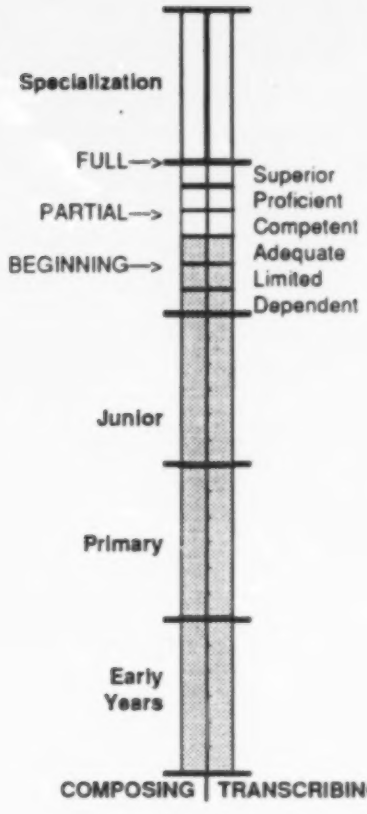
Grade 9 Anchor Papers



LEVEL 3 ADEQUATE WRITING
The work shows control of most of the elements of writing. Some integration is apparent. The content may be simple or unoriginal.

Possible Characteristics

- performance is effective on some writing tasks
- the controlling idea and its development are apparent and show some balance or consistency; ideas convey surface meaning
- organization is apparent; there is some attempt to connect style and purpose
- there is a sense of voice with some control; there is an occasional awareness of audience
- control of the written conventions of language is evident; errors occasionally detract from the impact and the meaning

GRADE 9
Level 3 Anchor Paper

I Remember

I think that this poem is about an adult remembering the past. Maybe when he lived in his village he must of been having some sort of a celebration.

I think the whole pint of this poem is to remember the good times, times when a child could run freely at night without wondering or worrying of kidnappers. A time when you did'nt need alarms or locks on your windows, and doors.
A time when your biggest worry would be the weather unlike now we wonder which mercedes to take or which car matches your outfit. It was a time long ago.
When you did'nt have the slightest worry.
When everything seemed perfect, when you could run around the streets.
I think that this story took place long ago because of the way the author described some of the details. He talked about the parties, his father, who was a hunter, people gathering to feast on a goose.
It seems sad but interesting. As though you are the one remembering.

Summer Story

This summer I went to Wonderland with my friends. The rides are very scary! I also went to Chicago. Chicago is a neat place. I stayed in a hotel that was downtown. I also visited the Sears Tower, it was huge! From the top you could see miles and miles of Chicago!

Chicago also has much better movies, all the movies that are just coming out here, are all on pay t.v. there! They also have some movies that haven't even come out yet!

One of my most favorite things was the shopping! It was really good. This summer I bought a chain, a cross and clothes.

During the day I would sleep in and talk on the phone, oh and I got to watch all the good talkshows.

Other than that my summer was pretty ordinary. I went swimming and went to the beach. Most normal things but overall my summer was great!

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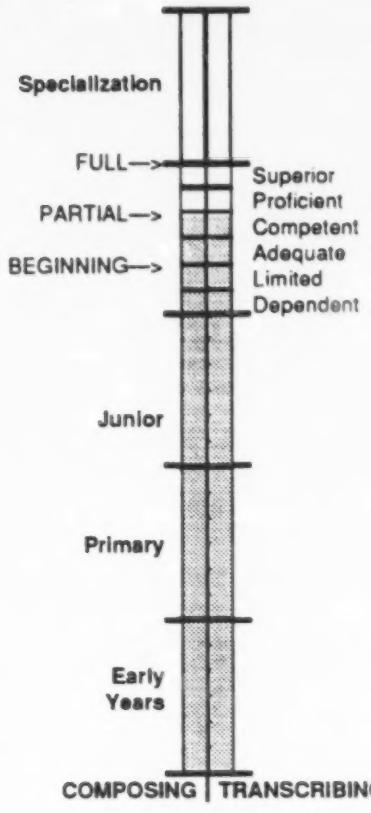
GRADE 9
Level 3 Anchor Paper

Babysitting

It was six o'clock and Ernie and Bert had to have their dinner. "Hmmm, what should we eat?" I wondered aloud. "Ernie, Bert, come down for dinner!" They were upstairs playing cops and robbers.
I heard the pitter patter of small feet running towards me.
I then saw the two round faces both identical come into sight. They both had had identical blue eyes, as blue as a summer sky. Two tiny round noses, blonde shaggy hair and dimples in each of their cheeks.
They looked so CUTE!
"So guys what do we eat?" I asked.
"Ice cream!" Bert yelled.
"Cookies!!" Ernie chimmed in after him.
No, I mean what should we eat for dinner?" I asked once again.
"We want junk food, we want junk food"
They both chanted over and over. I was starting to get worried.
"I'm hungry!" Ernie exclaimed
"me too." Bert said.
"Well then let's have some real food!" I said hopeful they might agree. But no such luck.
"no, no, no, no, NO, NO, NO!!" They screamed both yelling at the same time.
What do I do now? I wondered. "Hey how about some leftovers?" I asked
"NO" They said. Again at the same time. I was getting mad.
"Well that's too bad ok? Because that's all that's left, so you can eat it or you can just STARVE!" I yelld. I had to controll myself especially my temper or they might start to.....
"WAAAAAAAAAAAAA" They both began to wail and cry.
I seemed to of spoke to soon. I felt really bad. I mean they are just kids.
"Oh I'm sorry" I said feeling as though I may start to cry. "Don't cry I didn't mean to yell at you, I, I just lost my temper that's all." "Aw come on and show me that you're big and strong!"
They simmered down and to my surprise agreed "Yeah," Ernie said "we should'nt cry we're men!"
I tried not to laugh!
"No problem" I said This was getting funny
"So what do we eat?" I asked once again.
We were all silent for awhile, when all of a sudden we all said at the same time "PIZZA!"
At least we all ate! "I hope your parents don't get mad" I said.
"Oh Well" They exclaimed.



LEVEL 4 COMPETENT WRITING
The work shows control of the elements of writing. It is generally integrated. The content is clear and complete.

Possible Characteristics

- performance is generally effective on all writing tasks
- the controlling idea and its development are clear but may be conventional or derivative
- organization is capable; there is a clear attempt to connect style and purpose
- the voice is apparent but may fluctuate; there is an awareness of audience
- the control of the written convention is capable; infrequent errors may detract from the overall impact of the work but do not affect meaning

GRADE 9
Level 4 Anchor Paper

Response to Poem "I Remember"

The poem "I Remember" refers to a person who remembers his childhood days. He compares his life no as to how it was in the past. The person makes his childhood sound alot happier and simpler. He remembers the long unending carefree days when the family would stick together telling stories and adventures to each other. Somehow the person is trying to express how he feels about what is happening now, by comparing the present with the past. For example, he says that there were "doors without locks." What I think he's trying to say is that there was not as much crime as now. "I Remember" is a very touching poem, which makes the reader remember about his or her own past.

I remember when I was a little girl who went to kindergarten. there was not a worry in the world for me. All I did was paint, learn how to read, and play with my friends. As I went from kindergarden into elementary school, which at that time was very exciting, I realized how everything was starting to be more complicated. I was introduced with one important thing and that was "responsability". When I used to come home after school, I ate my dinner and straight off I went to do my homework. At first I wanted to go back to kindergarden where I didn't have that much responsability. However I was beginning to get used to this at a slow rate. The elementary years went by very quickly before I could turn around graduation was a couple of days ahead of me. I couldn't believe it!

It was going to be exciting going to highschool and starting a new environment, however I would remember the happy years of elementary school!

Pre-release Version: Do Not Photocopy

GRADE 9
Level 4 Anchor Paper

Supported Opinion

Dear Editor:

I totally disagree on closing down the restaurant which we designed. First of all this restaurant was designed for the teens. Getting teen-agers off the streets is important these days when they know that there is some restaurant opened and it's filled with excitment and fun, I think they would come. This restaurant also has healthy food, we don't agree with junk food these days. There is many teens that complaint about the service in some restaurants. Why not have a restaurant that makes sure a customer is satisfied with what they get or request. The restaurant is also maintained in a clean way so that the customers are fully satisfied.

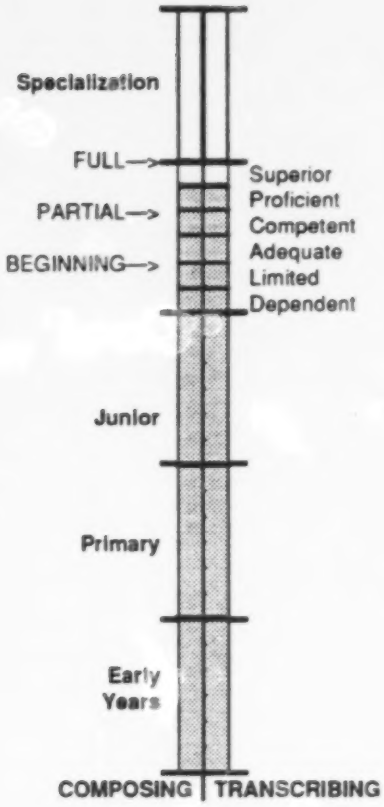
What about the fun? That is another point of opening such a restaurant. The teenagers would come more often if there was some fun involved. There are Saturday dances, and Kareoke nights organized especially for them. What this restaurant tries to do is not fill the customer with satisfaction by giving them great food only, but organizing new and fun things, so that the teens feel welcome and meet new friends. Do we want teenagers to sit on the streets doing drugs, smoking cigarettes, ang getting into trouble? I don't think we do, and I feel the restaurant is a great place to get that habit away, so that everyone has fun without getting in trouble.

This is the whole point of why I'm writing this letter to you. Why take something away from the teens? If you could ask them they would support my letter. Why don't we do this for the teens sake.

Sincerely yours,

Adjusting to Highschool

In this essay I'm going to talk about highschool and adjusting to it as a grade 9 student. On the first day I was nervous and scared. Now I was entering a new enviroment and something I wasn't familiar with. However as soon as the first class started I was pretty sure that this wasn't as bad as I imagined. The classes are longer than in elementary school but you learn a lot more during 70 minutes. There are also many activities organized to make highschool a better place to come to. I personally like the niner week. Students that are in grade 9 get to be involved in many fun activities. This also gets grade 9 students to meet many new friends and at the same time have a lot of fun. Niner week also gives an example to grade 9 students about the school spirit Father John Redmont has. The friendly faces and fun activities make students want to come to highschool at hard times. Highschool isn't all that bad because it gives people the experience in society. Also students get the taste of aduthood in the highschool enviroment (such as responsability) so once a student find their place in highschool he or she will feel like they're a part of it!



LEVEL 5 PROFICIENT WRITING
The work shows an effective control and integration of all the elements of writing. The content is thoughtful and thorough.

Possible Characteristics

- performance is strong on all writing tasks
- the controlling idea and its development are thoughtful and imaginative
- the organization is effective; the style is appropriate to the purpose
- the voice is clear; there is a strong sense of audience
- the control of the written conventions is sound; the few errors in spelling, grammar, and punctuation do not detract from the overall impact

GRADE 9
Level 5 Anchor Paper

Oranges

The poem oranges is about a girl named Kate who can peel oranges better than her bestfriend Emily. Kate likes the praise she gets from Emily in being able to do it so much better. Kate hopes her bestfriend never learns how to peel oranges. I think Kate likes to be better than Emily at something.

My bestfriend can't do everything that I do and I can't do everything she does. It gives me a sense of accomplishment everytime she asks me to do something for her. If we could do everything exactly the same life wouldn't be as fun. You wouldn't have any initiative to push for something you really want.

Pre-release Version: Do Not Photocopy

GRADE 9
Level 5 Anchor Paper

Supported Opinion

Dear Editor,

I am writing this letter as a response to something that was published your newspaper. It had to do with closing the restaurant that I co-own, called "The Joint."

I totally disagree with closing it. That restaurant is the #1 spot that local teens hang-out at. It's gotten them off the streets. It's a place for them to go and have fun. They're in an atmosphere that gives them a great outlook on life.

Since "The Joint" opened more than half the kids who use to abuse drugs and alcohol are now clean. Apart from supplying them a place to eat and have fun, we also have drug rehabilitation workers that come in and supply kids with the help they need to get a fresh start in life.

If you close down that restaurant you're taking away a means in which we can reach alot of kids.

In conclusion I would ask you to consider everything I've said. Remember in taking the restaurant away you wouldn't only be taking a building away, but you'd also be taking away a second chance for alot of kids. I ask you again to consider all of these points and with me and my restaurant. My partners and I would really appreciate it and so would alot of teens.

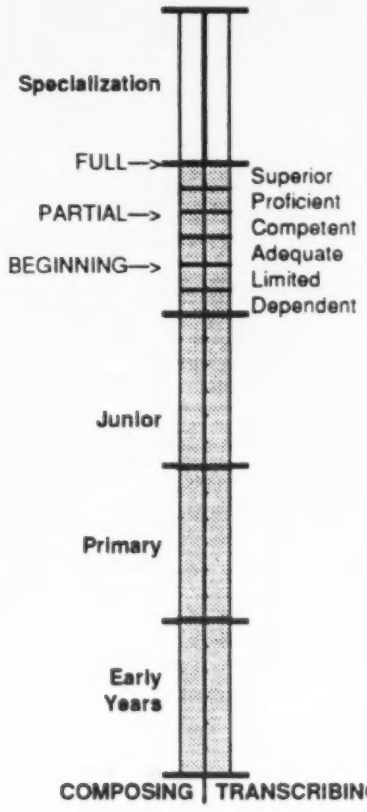
Sincerely yours,

The Light In The Storm

Crash! Boom! Bang! That was all I had been hearing since the storm came. The radio said it would be one of the worst we'd ever get. For once they were right. Of course this had to be the night that my family was out of town, so I was home alone. On top of that, the neighborhood where I live isn't the greatest. there has been robberies, drug busts, and even an attempted murder. Being home alone, specially at night, isn't something you do often.

In order to distract myself from all the terrifying thoughts that were running through my mind I decided to read a book. I went upstairs and picked out one of my favourites.

Just as I was at the most interesting part of the book, one of the worst things that could have happened, happened. The lights went out. That was the last straw. I was totally freaked out! My imagination started to run wild. I could hear voices and footsteps in the house and I was even seeing shadows outside. The only thing that I could think of was lights, I had to get some lights on. I rushed into the livingroom to get the matches I had seen earlier. It was then that I noticed some sort of light outside. I went to the window to see what it was. As I looked out the window. I could see a hazy light that seemed to encircle the whole house. I couldn't see the light around anyone else's house, which made the light seem even weirder. I suddenly felt a very calm, peaceful feeling come over me. I felt like someone or something was watching or me. I then knew that everything was going to be alright. I headed to the livingroom couch and fell into an exhausted sleep.



LEVEL 6 SUPERIOR WRITING
The work demonstrates a confident command and integration of all the elements of writing. The content is often strikingly creative and imaginative.

Possible Characteristics

- performance is equally strong on all writing tasks
- the controlling idea and its development are insightful and original
- the organization is subtle; the control is secure; the style reinforces the purpose
- the voice is confident; there is a sense of engagement with the topic and an effective relationship with the audience
- the control of written conventions of language is skillful; rare errors in spelling and minor errors in grammar and punctuation may exist but do not affect the overall impact; they may be the result of the difficulty of the writing task and/or risks taken by the student

GRADE 9
Level 6 Anchor Paper

Book Report
Title: Brain Child
Author: John Saul
Classification: horror
Pages: 342

Brain Child, written, by John Saul, is about a horrible vengeance that had long, long ago began in the tiny town of La Paloma. Once a proud Spanish heritage, La Paloma has now become a thriving modern community high in the California hills.

Alex Lonsdale, a sixteen year old boy from La Paloma, faced death in a terrible car accident, however, the intelligence, or should we say the evil of a doctor's mind had brought him back to life...or had it brought the evil that still lingers on in the town back? Now Alex has become the instrument of this vengeance. He seems the same, but in his eyes there is a horrifying blankness and in his heart there is a coldness.

The main character of this story was Alex Lonsdale. He was a sweet, well mannered boy, who was one of the most popular kids in La Paloma High, however, after the accident, his character totally changed. He was no longer the Alex that everyone knew and loved. He had become a person with no soul, feelings or love. He was selfish and did not care about anyone or anything nor his parents who he once cherished and adored. Alex was also involved with a caring, intelligent and very pretty girl named Lisa Standfield. She tried to help Alex and support him through everything.

The conflict in this story was man versus man. The sadness of the Mexicans, that had once been the past, had again returned to destroy the Californias.

The main idea in which the author tried to convey was the fact that there were people in the past and still are people who use their wonderful gift of intelligence to destroy others and God's creations.

In my opinion, this book was exciting, thrilling and filled with suspense. I find that the author used a series of intertwining events which captured by interest, however, at times he rambled at great lengths about insignificant details which I feel distracted from the plot. Like most 'John Saul' novels, it was well written and I enjoyed the author's style of writing. I plan to read many more of his books and I also recommend this novel to other interested readers.

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GRADE 9
Level 6 Anchor Paper

Narrative

On November 19, 1993, "The Rock" restaurant and dance club hired a knew worker Tina, a sixteen year old girl from Delmount High was on her first day of work when the hard work already began.

So far the day had been run and exciting. "The Rocks" decor and design was fabulous which made the theme of this restaurant even more extravagent. She enjoyed the activities and style in the restaurant. The customers who were also excited about eating at "The Rock" made the work for Tina pleasant.

By noon she decided that the hours she was going to have to put into her knew job would be worth it.

"Tina. We have a slight problem. One of our waitresses have cancelled for tonight at six o'clock and we have a birthday party scheduled with twenty kids. The party will only last one and a half to two hours. So, I need you to cover. Okay?" the petite twenty-six year old manager, Elena, asked.

"Sure!" Tina replied, not realizing what she was getting herself in to.

By five thirty she had the dance floor and the upstairs dining are set up for the party. As six o'clock approached a few six year olds had arrived. Tina, as the host of the part, seated them and introduced herself.

By six thirty all the kids arrived. Unfortunately all but one of their parents left.

Tina prepared some music from the "Flinstone" sountrack for the kids and also projected a rerun of the "Flinstones" on the giant screen used only on the top floor of the restaurant.

Tina received the orders, which only consisted of ten kiddytaurus burgers, ten kiddytaurus hot dogs and six baskets of fries.

She then made the mistake of leaving the children alone while she placed the orders in the kitchen. When she returned to the top floor not one of the little monsters were sitting where she left them. Now she found them jumping up and down screaming everywhere. Unbelievably, she even saw one child hanging from on of the model dinosaurs in one of the mazes of caves.

As she stared at the trouble going on around her she realized that the mother of the birthday girl was watching the children play or you could say causing noise pollution!

The first thing Tina did was turn off the music. However, by doing this, they all began to cry!

"Alright! Quiet!" she screamed, surprised that her scream was at all possibly louder than the children's crys.

Luckily all the children stopped and they stared with blank and confused expressions at Tina.

"Okay, how about if everyone goes back to their seats and while we wait for the food, you can all watch the Flinstones and take turns riding on dino." She spoke softly to them.

"Alright then. On the count of five you all have to rush back to your seats. 1…2…3…" as she called out the numbers, all of them, surprisingly, hurried back to their seats without making a sound.

Finally, once they were all under control, Tina changed her mind. However, this time she decided to only work at "The Rock" part time!

In My Backard

"In My Backyard" was a poem written by a boy ashamed of his father. This Italian family used to do everything by hand, and when they came to their new land, his father had still made his own wine and slaughtered the Easter Lamb. His father was illiterate and this is probably the main reason why the boy's youth was spent in shame.

I feel that this story can relate to many people coming to Canada from different countries.

From a child's point of view, I know how important it must have been for the boy to want to live like everyone else in the vacinity around him. However, in my opinion, the father of this boy must have also had a rough time adjusting to his new life. He was used to doing everything himself and by hand, and then suddenly his son became ashamed of him.

"I wrote the numbers on a sheet, so he could write his checks, pay the bills…"

This quote states that in Italy, most of his time was spent working, so there was no time for him to learn how to read or write.

My grandparents, also from the Italian heritage, have similar stories about the way things were done, when they were growing up in Italy.

When my grandmother was only nine years old, her mother died. She was the oldest of her three sisters so she had to begin to take care of the family. Now that she is living in Canada, there are still a few things that she does differently. However, I don't feel ashamed of this and I disagree that the selfish feelings of the boy were necessary.

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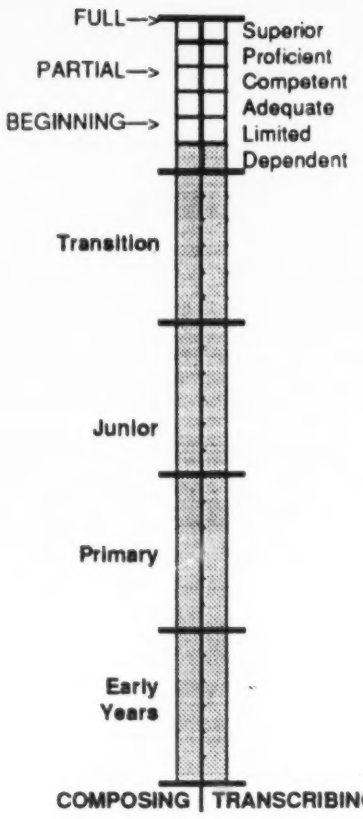
Grade 12 Anchor Papers



LEVEL 1 DEPENDENT WRITING
The overall impression of writing at this level is that it demonstrates an awareness of some of the essential elements of writing. However, communicationis either fragmented or prevented.

Possible Characteristics

- the piece lacks a controlling idea or purpose; this results in writing that has little or no meaning
- there is scant evidence of organization; instead the writer makes a series of random points that may or may not be related
- the writer is indifferent to the mode of writing and to the needs of the reader
- the writing shows minimal control of the conventions of language, making the text quite difficult to read

GRADE 12
Level 1 Anchor Paper

Dear Sir,
I'm writing to you because I'm sick of the envorement falling apart right under our noses.
The garbage is getting out of hand, we must do something or the world is going to destroyed by us. I don't know what to do, but I know that somthing must be done. The great lakes are in trouble if you swim in the lake you get things that stick on you or get sick because the water is so bad. I like to swim, but I hate to swim in polluted water. I'm probably speaking for everyone. Well I hope somthing gets done. I must go know.

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GRADE 12
Level 1 Anchor Paper

Ozone Layer

In addition to carbon dioxide, there are other greenhouse gases, consisting of chlorine, fluorine, and carbon atoms. Because these chlorofluorocarbons, which are responsible for the reduction of the ozone layer. Chlorofluorocarbons vapourize at low temperature they have become the essentials ingredients in refridgerators and air conditioner coolants, and as the propellant gases for aerosal spray cans. Chlorofluorocarbons deffinately make good insulate, because of the light weight, closed-cell bubbles they form. Styrofoam are poor conductors of both heat and cold, even the computer revolution is affected by chlorofluorocarbons, they are used to remove the smallest contaminants on microchips and other components of electronic equiptment.

When chlorofluorocarbons escape into the atmosphere, they trap heat, in fact chlorofluorocarbons and halons, which release ozone depleating bromine are estimated to account for fifteen to twenty percent of global warning, because they are synthetic chemicals for which substitutes can be developed. They are the easiest greenhouse gases to control.

The ozone layer is a pure form of oxygen found in the stratosphere ten to thirty miles above the earths surface, the ozone layer is more or less an umberella acting to protect the earth from the dangerous ultraviolet rays of the sun. It is the only gas in the atmosphere that limits the amount of harmful solar ultraviolet radiation reachingthe earth.

Because the ozone concentrations could have dramatic effects on life and on the earth. Algae are particularly sensitive to ultraviolet radiation, raising fears that damage to the ozone layer, could upset marine ecology and lower fish population. For people ultraviolet rays cause sun burn and havebeen linked to skin cancer, cataracts, and weakend immune systems. The EPA predicts that over the next eight years more than one hundred fifty million more people will get skin cancer in the United States of America alone if nothing is done to save the ozone layer. More yet reduced crop yeilds could lead to losses, consisting of billions of dollars, and the climate could be altered.

In the 1970's, scientists have warned that emissions of chlorofluorocarbons, and other chemicals that convert protective ozone molecules into less useful oxygen molecules may ultimately deplete this essential ozone layer. 1978, the EPA banned the use of aerosal sprays, however refridgerators, air conditioners, and various solvents. have continued to increase.

In 1985, a hole was found eating away across the sky above antarctica. It is now believed that this hole is as deep as Mount Everest is tall and as wide as the United States of America once you stop thinking abou the enrgy your refridgerator uses, think about it's compact on the ozone layer. Chlorofluorocarbon, the compounds that eat away the earth's protective ozone shield make up the refridgerant that cools both your refridgerator and freezer. Chlorofluorocarbons are also used to manufacture the foam insulation in the refriderator. Unfortunately all refidgerators on the market today contain Chlorofluorocarbons, so for the moment, the best you can do to control their release into the atmosphere is to keep your unit in top working order until chlorofluorocarbon free models become available. If your refridgerator does wear out, try to find a salvager who can both cart the appliance out of your house, recover, and recycle the chlorofluorocarbons prior to dismantling the refridgerator.

You can help proect the ozone layer from damaging chlorofluorocarbons found elsewhere in your home by taking the following steps: 1- Avoid building insulation made with chlorofluorocarbons, use fiberglass, cellulose, or other materials that do not contain chlorofluorocarbons. Though they may have to be thicker to achieve the same level of insulation, if you have the space, you can use them without losing energy efficiency. 2- Do not buy halon fire extinguishers, halons also depletes the ozone layer. Even if you never have a fire, halons can leak out of the extinguishers and into the air. A traditional fire extinguisher using dry chemicals will do the the job. 3- Avoid aerosals that contain chlorofluorocarbons, such products includes cans that spray strings of plastic cofetti, aerosal dust removers used by photographers, boat horns, and cleaning sprays for sewing machines, VCR's and electrical equipment. 4- Support legislation that will make chlorofluorocarbon labeling, manditory so you will know what items not to buy.

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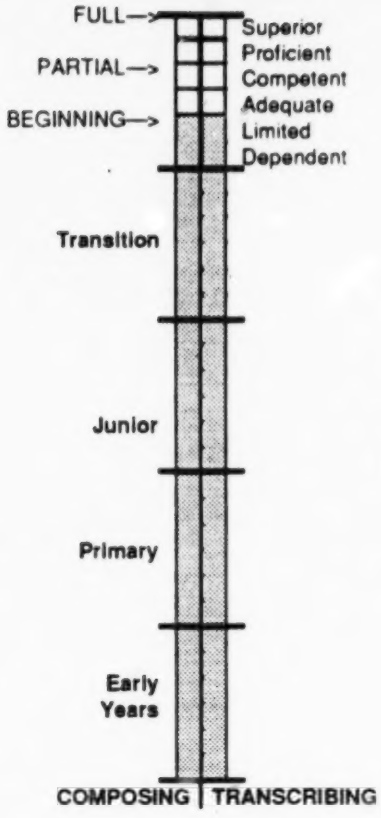

LEVEL 2 LIMITED WRITING

The overall impression of the writing at this level is that it demonstrates an elementary grasp of the essential elements of writing. Generally, communication occurs, but lack of command of one or more of these elements seriously affects the reader's response.

Possible Characteristics

- there is a controlling idea which either conveys simple meaning, or a more complex meaning not clearly expressed, but the piece may not continually be governed or shaped by it
- adherence to the conventions of mode is not secure and organization is flawed
- the writer's voice may not be apparent or may be inconsistent, resulting in writing that is uneven or unclear.
- consistent and frequent misapplications of the conventions of language persistently interfere with the reader's understanding of the ideas, but do not prevent it

GRADE 12
Level 2 Anchor Paper

Dear Kayla,

How are things going? I bet things are pretty hectic now that the baby is born. She's probably a real hand for you, day in and day out. But, that isn't the reason why I'm writing you this letter.

As you might already know, I have started an "anti-pollutant" group that is trying to save the mammels that live in the St. Lawrence Seaway. Such as the Beluga whale, who is being killed off drastically by many different chemicals in the river. For we have studied and researched the causes of these whales to have blood poisoning. The conclusion we have come to, is, all the toxic waste the industries are dumping into the river, which is contaminating the water with harmful chemicals. These chemicals are ones such as PCBs, DDT, mercury and cadmuim. These chemicals are not just contaminating the water, but the animals and mammels that are in the waterways also.

Please help us in our attempt to clean up in stop the death of these beautiful mammels. To do this we have to stop the industries from dumping their toxic waste into the atmosphere.

Yours truly,

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GRADE 12
Level 2 Anchor Paper

The Environment,
What are We Doing About It?

Factories in Canada, and all over the world are a major cause of environmental problems, the average Canadian does not realize the problems we as Canadians and every other nation have to face.

Pollution is one of the major issues in our society. Factories such as paper mills, or anything that makes any kind of product. Dispersion of smoke from the factories causes factors such as acid rain, causing the pollution of lakes, rivers, swamps, and streams.

Plastic is also another environmental issue. What is the point of plastic bags? They clutter the cupboards and rip holes when you put anything in them, that weighs over 5 pounds. Plastic is as we know not bio-degradable. People should realize that recycled paper bags work just as well, maybe even better.

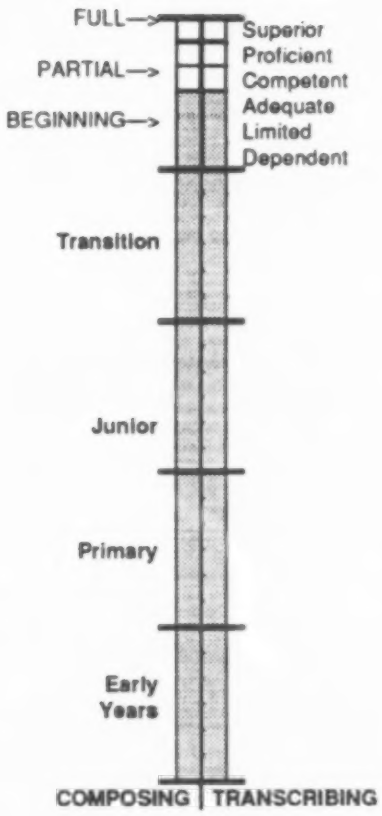
There are many statistics that can show just what we as Canadians are doing, to what use to be a beautiful world. For example, garbage; In one year the average Canadian discards 620 kilograms of garbage. An average Canadian uses 95 000 litres of water, 2000 litres of gasoline, 193 kilograms of paper. In one year the average Canadian, takes home nearly three billion plastic bags from grocery stores. Does this say something? We are going to have to find some way of reducing waste disposal.

Many companies are now just realizing the problems of waste disposal, and are doing a little to change it for example, the new enviro-paks, those limit the amount of garbage we dispose, by simply pouring the refill into the old bottle and throwing the package into the garbage. You simply re-use the old bottle.

Automobiles are another major source of pollution. The automobile is responsible for about one-quarter of the pollutants that cause smog. Smog is a factor that is hazardous to your health. It causes eye irritation and respiratory problems. Smog is created in the atmosphere when auto exhaust emissions react with the sunlight. Cars that disperse gasoline let out carbon monoxide which is poisonous and is part of the smog. Another substance cars disperse are hydrocarbons, a known factor that causes acid rain.

However, we are trying to do something about this environmental issue. The government is telling car manufacturers to clean up tailpipe exhausts by dictating standards governing how much pollution each automobile can emit. To cope with continually changing legislation, automakers have developed emission controlled devices and systems to prevent pollution caused by car pollutants.

We as Canadians must realize what we are doing to our world. These factors show just exactly we are doing to change this. Maybe someday we will reach another leap for mankind.



LEVEL 3 ADEQUATE WRITING
The overall impression of writing at this level is that it demonstrates both strengths and weaknesses in the fundamental elements of writing. However, the strenths outweigh the weaknesses and the writer's meaning is generally clear.

Possible Characteristics

- a controlling idea is evident and the piece has some sense of direction and development
- the writing displays the fundamental principle of organization; that is, the reader is able to discern a beginning, middle, and end
- the writer's sense of audience may be weak or lacking
- the application of the conventions of the mode and/or the conventions of written language may at times interfere with the reader's understanding of the ideas

GRADE 12
Level 3 Anchor Paper

Are Plastics Really So Bad

Yesterday I was standing at a checkout counter in a grocery store when the cashier asked "Paper or Plastic." I had done some looking into it, so I said plastic.

You might ask me why did you not take paper? Plastic is bad for the environment. It doesn't biodegrade, is not recyclable, and takes up a whole lot of space in our dumps.

Well if you haven't looked into it you would believe that.

If we eliminate plastics and go back to paper it would mean wiping out whole forests to keep up to the demand for paper. Paper doesn't biodegrade as well as it should. When it is burried under tons of dirt it gets little oxygen which is required for the biodegrading process.

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GRADE 12
Level 3 Anchor Paper

Time for Change

"Nature is the art of God." Dantes statement summarizes the whole esence of the world. The world is a piece of art developed by God, a beautiful piece of art of which destruction would not be justifiable, and a beautiful piece of art that is fragile, and is deteriating as a result of human selfishness.

Firstly, the main problem in our society is the production of garbage. MacLaren engineers concluded that each average Canadian discards 620 kilograms of garbage each year, and our residential garbage adds up to thirty-three percent of our total waste as a country. Canada as a nation disposes of almost seventeen billion kilograms of garbage last year. A major step towards cutting this outrageous number would be to recycle all of our paper. Five billion kilograms of paper is disposed of each year alone, so this would really cut one third of our waste production if we were to recycle. After three years of recycling, a years amount of garbage would be saved, and this number would constantly increase on the positive side, because everything would be re-used. These statistics are all very realistic, as well as the goal of recycling is equally realistic.

Although wastes such as garbage are greatly affecting the environment, the hazardous wastes produced each year are equally abundant, but their ecological downfalls arrive at a greater velocity, and are much more dangerous to our health and the health of the environment. Environment Canada stated that Ontario is the leading contributor of toxic waste at a whopping fifty-nine percent, with Quebec taking second at twenty-one percent. Some will argue that this is due to their position relative to the Great Lakes, or their sheer size, but these are both unacceptable, and the average waste of six and a half million tonnes must be drastically cut. Many diseases can be linked to these chemicals. Is it going to take massive deformities of newborns before people start to open their eyes and regain their senses?

Another major downfall that goes along with toxic wastes is global warming caused by the greenhouse effect. This greenhouse has been blamed on the discharge of aerosols, and other gases, but no greater of a burden falls in car emissions. Carbon monoxide, Hydrocarbons, Nitrogen oxide, and Carbon dioxide are all wastes that enter the atmosphere out of the exhausts of vehicles. All four of these chemicals react with the ozone to form smog, produce a higher acidic level in our precipitation, and finally causes global warming, because the gases are not allowed to escape into the upper atmosphere. These chemicals not only affect the environment, but they affect us directly. Carbon Monoxide is very harmful, and sometimes lethal when it is submitted to the human transport system. Carbon Monoxide attacks the hemoglobin in the blood stream, and because it absorbs into the red blood cells much easier than oxygen, oxygen is not permitted in. When oxygen is not permitted into the blood stream all of your body parts suffer. The amount of Carbon Monoxide in the atmosphere on the ratio with the oxygen is not lethal, but neither is a diluted glass of whisky.

As a result of the above information, it would be safe to say that the world is in global termoul, and that a drastic change must occur before the negative effects are insurmountable. We, the new generation must take the initiative and make the change ourselves, because the environment is calling us to do so.